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1899

School Report ❖ ❖ ❖  
City of Fall River, ❖ ❖  
Massachusetts, 1899.

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# ANNUAL SCHOOL REPORT

OF THE

CITY OF FALL RIVER, *Mass,*

*Board of education*

1899.



Fall River, Mass.:  
Press of A. L. Hathaway, 16 Bedford Street.  
1900.



# SCHOOL COMMITTEE,

1899.

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EDWARD S. ADAMS, 660 Rock St.	1900
WILLIAM J. MARTIN, 268 Highland Ave.	1900
PIERRE F. PELOQUIN, 617 Highland Ave.	1900
LEONTINE LINCOLN, 289 Bank St.	1901
MRS. MARY E. HYDE, 566 Bradford Ave.	1901
MRS. HANNAH F. OSBORN, 82 Cedar St.	1901
MISS SUSAN H. WIXON, 413 High St.	1902
PAYSON W. LYMAN, 154 Hanover St.	1902
ROBERT W. McCREERY, 64 Kellogg St.	1902

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WILLIAM C. BATES, *Supt. of Schools.*

(Residence, 218 Lincoln Avenue.)

## OFFICE HOURS :

From 11.30 to 12.30 school days ;

Saturdays, 10.00 to 12.00.

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## ORGANIZATION.

LEONTINE LINCOLN, *Chairman.*

WILLIAM C. BATES, *Secretary.*



## Sub-Committees and their Districts.

1899.

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The schools are divided into three districts, and placed under the supervision of sub-committees of the board.

Messrs. Martin and Adams and Mrs. Hyde are the sub-committee of the first division, which embraces Anawan Street, Bowen Street, Broadway, Columbia Street, Davenport, Fowler, George B. Stone, Hicks Street, Laurel Lake, Mount Hope Avenue, N. B. Borden, Osborn Street, Robeson, Slade, Third Street, Tucker Street schools, and Anawan Kindergarten.

Messrs. Peloquin, Lincoln and McCreery are the sub-committee on the second division, which embraces Brayton Avenue, Brown, Buffinton Street, Cambridge Street, Canal Street, Chace, Coughlin, Covell Street, Davis, Davol, Eastern Avenue, James M. Aldrich, Pleasant Street, William Connell schools, and Mason Street Kindergarten.

Miss Wixon, Mr. Lyman and Mrs. Osborn are the sub-committee of the third division, which embraces Borden, Border City, Brownell Street, Danforth Street, Ferry Lane, Foster Hooper, Fulton Street, Indian Town, June Street, Lincoln, Linden Street, Lindsey Street, Lower New Boston, North Fall River, Pine Street, Seabury Street, Steep Brook, Upper New Boston, Westall schools, and Border City Kindergarten.

The foregoing sub-committees are charged with the care of the evening schools in their respective districts.

# STANDING COMMITTEES.

1899.

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On Visitation (northern district,) Miss Wixon, Mr. Lyman, Mrs. Osborn.

On Visitation (central district,) Messrs. Peloquin, Lincoln, McCreery.

On Visitation (southern district,) Messrs. Martin, Adams, Mrs. Hyde.

On Evening Drawing Schools, Mrs. Hyde, Messrs. Peloquin, McCreery.

On Rules and Regulations and Courses of Study, Messrs. Adams, Martin, Mrs. Hyde.

On High School, Messrs. Lyman, Lincoln, Martin, Adams.

On Training School, Miss Wixon, Messrs. Lincoln, Peloquin, Mrs. Osborn.

On Salaries, Miss Wixon, Messrs. Adams, McCreery.

On Finance and Auditing Accounts, Messrs. Adams, Peloquin.

On Teachers, Messrs. Martin, Lyman, Mrs. Osborn.

On Books and Supplies, Mr. Lyman, Miss Wixon, Mrs. Hyde.

Regular monthly meetings of the School Committee the first Tuesday in each month.

# SCHOOL COMMITTEE.

1900.

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MRS. MARY E. HYDE, 566 Bradford Ave.	1901
MRS. HANNAH F. OSBORN, 82 Cedar St.	1901
MISS SUSAN H. WIXON, 413 High St.	1902
PAYSON W. LYMAN, 154 Hanover St.	1902
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On Books and Supplies, Mr. Lyman, Miss Wixon, Mrs. Hyde.

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# REPORT OF THE SUPERINTENDENT.

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*To the School Committee of Fall River:*

LADIES AND GENTLEMEN:—I respectfully present the following as my report for the year 1899.

## SUMMARY OF STATISTICS.

Population of Fall River May 1, 1899,	102,281
Number of children in city between five and fifteen years of age reported by census takers,	19,261
Males, 9,595; females, 9,666.	
Number of children between seven and fourteen years of age,	13,913
Males, 7,020; females, 6,893.	
Illiterate minors over fourteen years of age,	1,508
Males, 782; females, 726.	

## GENERAL STATISTICS OF THE DAY SCHOOLS.

Whole number of pupils enrolled,	17,095
Average number belonging,	12,649
Average attendance,	11,362
Number of half-days of absence,	471,841
Number of half-days of absence caused by truancy,	2,328
Per cent. of attendance based on enrollment in schools,	67
Per cent. of attendance based on average number belonging,	90
Number of cases of tardiness,	32,728
Number of pupils neither absent nor tardy during the year,	821
Number of schoolhouses, 51. Sittings,	15,489
Number of pupils under 8 years of age,	5,968

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Number of pupils between 8 and 14 years of age,	9,576
Number of pupils between 14 and 15 years of age,	715
Number of pupils over 15 years of age,	836
Number of cases of corporal punishment,	1,394
Number of separate schools,	270
High, 1; grammar, 52; intermediate, 64; primary, 146; kindergartens, 3; ungraded, 3.	
Whole number of teachers employed in day-schools,	890
High, 23; grammar, 67; intermediate, 68; primary, 179; Osborn training school, 4 and 33 pupil teachers; kin- dergarten, 6; suburban, 3; special, 7.	
Number of male teachers employed in day-schools,	25
High, 13; grammar, 9; ungraded, 1; special, 2.	

#### EVENING SCHOOLS, NOV. 6, 1899 TO FEB. 28, 1900.

Whole number of pupils enrolled,	3,674
Advanced schools, 313; males, 244; females, 69. Elementary schools, 3,430. Males, 2,223; females, 1,207.	
Number who entered unable to read or write English,	2,074
Number of buildings used, 18. Rooms used, 56.	
Number of teachers employed, 140. Males, 51; females, 89.	
Whole number of evenings kept,	47

#### EVENING DRAWING SCHOOL.

##### Mechanical and Architectural Drawing Classes—

Whole number enrolled, 49; mechanical, 45; architect- ural, 4. Average attendance, 20; mechanical, 18; architectural, 2.	
Number of evenings kept,	32

### FINANCIAL STATEMENT.

#### APPROPRIATION.

From Taxation,	-	-	-	-	-	\$174,200 00
Appropriation, General Revenue,	-	-	-	-	-	38,000 00
Receipts, tuition non-resident pupils,	-	-	-	-	-	3,795 00
Transferred from Evening Schools,	-	-	-	-	-	228 91
						<hr/> \$216,223 91
Bills to be paid from next year's appropriation,	-	-	-	-	-	7,067 09
						<hr/> \$223,291 00

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Expended for Salaries,	-	-	-	\$203,070 98	
“ Text Books and Supplies,	-	-	-	16,420 46	
“ Printing and Advertising,	-	-	-	1,100 32	
“ Use of Camp Chairs,	-	-	-	158 14	
“ High School Chemicals,				212 34	}
“ Electric Power, Lumber, etc.					
“ Board of Truants,	-	-	-	782 44	
“ Freight and Expressage,	-	-	-	686 46	
“ Travelling Expenses,	-	-	-	645 39	
“ Sundries,	-	-	-	214 47	
				<hr/>	\$223,291 00

## B. M. C. DURFEE FUND.

Balance unexpended January 1, 1899,	-	\$1,317 21	
Income from Fund to January 1, 1899,	-	2,514 80	
		<hr/>	\$3,832 01
Expended to January, 1, 1900,	-	-	2,534 50
			<hr/>
Balance unexpended to January 1, 1900,	-		\$1,297 51

## EVENING SCHOOLS.

Appropriation, Direct Taxation,	-	-	-	-	\$10,000 00
Transferred to Public Schools,	-	-	-	-	228 91
					<hr/>
					\$9,771 09
Expended for Salaries,	-	-	-	\$9,515 75	
“ Text Books,	-	-	-	154 06	
“ Printing and Advertising,	-	-	-	101 28	
				<hr/>	\$9,771 09
Expended for Janitors' service for day schools,					\$33,172 99
“ Janitors' service for evening schools,					958 50
“ Fuel,					12,999 86
					<hr/>
					\$47,131 35



The following table shows the number who graduated from the grammar schools in June 1899 :

Borden,	17
Davenport,	40
Davis,	40
Foster Hooper,	50
George B. Stone,	13
Lincoln,	19
N. B. Borden,	40
Slade,	17
Steep Brook,	7
Lower New Boston,	2
North Fall River,	3
Upper New Boston,	2
Total,	<u>250</u>

### DAVIS MEDALS.

The following named pupils who graduated in June received the Davis Medals :

B. M. C. Durfee High School,	David P. Shea.
B. M. C. Durfee High School,	Mabel V. Sykes.
Borden,	Florence E. Harrington.
Davenport,	James H. Walsh.
Davis,	Gertrude M. Allard.
Foster Hooper,	Maude F. Darling.
George B. Stone,	Ella M. Fox.
Lincoln,	Rachel Callis.
N. B. Borden,	Anna F. Fennelly.
Slade,	Edna Brewster.
Steep Brook,	Lida D. Lewin.
Lower New Boston,	William McMahon.
North Fall River,	Bernice D. Lawrence.
Upper New Boston,	Alice Chatterton.

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BUILDINGS.

The Brayton Avenue School was opened at the beginning of the fall term. The building differs in type from all our other school houses in that all the rooms are on the south side while the corridors extend the full length of the building on the north. Architecturally it presents a fine appearance, and it is pronounced by the State authorities a model school building. The rooms are all well lighted and conveniently arranged, and the building throughout is well adapted for the purpose for which it is intended. A school hall has been finished in the third story. Other grammar schools should have a hall of modest dimensions in which the pupils may be assembled for general exercises and for special occasions. I trust that the Committee on Public Instruction of the City Council will insist that the plans submitted for new buildings hereafter shall provide for a school hall in addition to the requisite number of school rooms. The Brayton Avenue School is organized so as to contain all the grades from the first to the ninth inclusive. This gives a grammar school for the children of this section of the city. The arrangement is greatly appreciated by the people, as they have long felt that it was a hardship for the children of the higher grades to go the great distance to the Davenport School. Seven rooms are now in use, and it is probable that the one unoccupied room will be needed at the opening of the spring term.

Steps have already been taken by the City Government, at the request of the School Committee, to secure the funds for building two new schools this year. One of the new buildings should be erected in the northeast section of the city on the lot reserved for the purpose at the corner of Robeson and Stanley streets. The growth

of the city in this direction and the long distance to the school on June street, together with the fact that the lower grades in the Westall and June Street Schools have more pupils than they ought to try to accomodate, are sufficient reasons why this school for which you have asked should be built this year.

A new school in the vicinity of Broadway is greatly needed. The Broadway and Columbia Schools have a much larger number of pupils than can be properly taught in these buildings.

The Fowler School has a larger enrollment than there should be in a school where the training of teachers is carried on in addition to the regular work of instruction in the grades. If a large school building is erected in this section, it may be possible that the schools can be so re-organized that the one hundred pupils at Anawan Street can be provided for elsewhere.

Every year's experience emphasizes the need of a commodious department building for the schools of our city. If the pupils who now attend at the Anawan Street building can be provided for elsewhere, a valuable centrally located property will no longer be needed for school purposes, and here a building for the use of the school department could be provided. One can hardly over-state the inadequacy of the present quarters. In addition to the inconvenience to which we are put, the expense of handling supplies is nearly doubled by our lack of space. We need a supply room in which books and supplies may be stored and prepared for use in the schools; a room to which material not needed in the schools may be returned and repaired for future use. We need a suitable room for the meetings of the School Committee. We need a room in which the supervisors may meet the



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many teachers who come to confer with them about the work of the grades. We need a hall which will seat five hundred people for the teachers' meetings and the meetings of the Teachers' Association, and in which there may be displays of work collected sometimes from our own schools and at other times sent to us to illustrate the work in other towns and cities. We need larger and better ventilated offices of administration. These needs so urgent, this lack of proper facilities which so hampers the work of our great school department which in the number of children it serves is exceeded by that of only two cities in the State, should be taken into serious consideration when plans for a better adjustment of the offices in City Hall are considered. Nay, more, as this department is the most seriously cramped of all, as it is the largest of all the city departments in number of persons concerned and in expenditures incurred, it should, in justice, be the first to be provided with proper accommodations for the transaction of its business.

### THE PAY OF TEACHERS.

When the estimates for the year 1900 were made by the School Committee you took the initiative in the matter of better compensation for our teachers by including in your estimates provision for increasing the maximum salary of the teachers in all grades below the High School. Knowing from my daily contact with the schools the demands upon the physical and mental powers of the teachers, knowing the professional zeal, the faithfulness and success of the great majority, I sincerely hoped that provision would be made for a better income for our teachers. When we consider the mental strain, the nervous and

physical exhaustion to which teachers who give themselves enthusiastically to their duties are subjected, it is evident that salaries of \$480 in primary and intermediate grades and \$520 in the grammar grades are insufficient compensation. The teacher who determines to measure out in effort what she considers the equivalent of her salary is of no value in any school. The good teacher gives all she has of power and devotion, and for such service the better compensation for which you planned should have been provided. I have made a careful comparison of the pay of teachers in this city with the pay in other leading cities in the State, and from this comparison I am able to state without fear of successful contradiction that our salaries in the primary, intermediate, and grammar schools are relatively too low. The people of Fall River have great interest in their public schools, and show intense loyalty to them. I believe that few property owners would object to having the City Government make such appropriations for the schools as would enable the School Committee to pay our teachers more nearly such salary as is paid for like service in other cities of the State.

### WORK OF THE OFFICE.

During the year from September 1, 1898, to September 1, 1899, 1,779 age and schooling certificates were issued from this office. This work calls for the greatest care on the part of those who write the certificates. Proof must be furnished to the writer of the certificate that the child is of the age represented. This proof may be secured by reference to the school census, by examination of passport papers, by records furnished by the City Clerk, or in some cases, when other more satisfac-



tory means are not possible, by the examination of family records. It is often the case that the parent is not able to present any satisfactory record of the age of the child, and he is then required to send to the place of birth for an official record. Such cases, which often require two or even three visits to the office by the parent and child, especially when the business has to be done through an interpreter, consume no small amount of time and call for the greatest care to prevent the securing of certificates by children who are under the legal age. Then, too, it is by no means an infrequent occurrence that all the investigation as to the age and place of birth has to be carried on through an interpreter, as neither the parent nor child can speak English. The oath also has to be administered through the interpreter, and besides all this, the law requiring attendance at evening school must be explained and the person to whom the certificate is issued must be provided with a ticket of admission to the nearest evening school. The certificates are all filled in duplicate, and an indexed record of them is kept for the convenience of the truant officers and the district police. This work of certificating minors for employment in mercantile establishments makes larger demands here than upon the school department of any other city in the State, except Boston, because of the greater number of minors employed in the mills of the city. Every effort is made to accommodate the people who come with their children for certificates. The office is open on every school day from 8.30 to 4, and on Saturdays from 9 to 12 and from 1.30 to 4. I believe that these arrangements for prompt attention to the people who desire the services of the School Department are not surpassed by those of any other city in the State. The weekly pay rolls and

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the weekly reports from the schools make the work of the office on pay rolls and statistics almost continuous. As a compensating advantage we have the satisfaction of knowing that our returns from the schools are never more than seven days old and that we are always able to give statistics that deal with existing conditions. In addition to the certificating of minors for work in the mills, the work on the pay rolls and statistical records and tables, it is only necessary to mention the large amount of care and labor needed to receive and distribute the books and supplies for the fifty buildings now occupied by the schools to show that the demands upon the office are all of such a nature as to require good judgment and accuracy of the clerks who assist the Superintendent in administration.

### TRUANT OFFICERS.

The work of the truant officers is arduous and effective. During the last calendar year 6,189 cases were investigated by the officers and their findings thereon were recorded at the office. The work of this department is systematically conducted. When a pupil is suspected of truancy, a blank in the following form is filled out and signed by the teacher to whose room the child belongs, and is then countersigned by the principal.

Form No. 7.

**CITY OF FALL RIVER.**

Fall River, ..... 18....

To the Superintendent of Public Schools:

.....a member of.....

School, and living on.....St., No.... ..has been absent.....half days  
and is supposed to be a truant. Reported a truant.....times this quarter,  
and.....times since September, 18....

.....Teacher.

.....Principal.

To Truant Officer:

Please investigate the above case immediately, and report your  
findings thereon.

WM. C. BATES, Superintendent.

Fall River, ..... 18....

N. B.—In all cases of truancy, or supposed truancy, this blank is to be  
filled out by the teacher and then sent to the Superintendent by the principal.  
When it is returned to the school endorsed by the officer, the teacher is to  
endorse the same immediately, saying whether or not the child has returned  
and when. After which the blank is to be forwarded to the office.

This blank is taken by the truant officer to the office  
of the Superintendent of Schools and entered upon the  
books. It is then returned to the truant officer, who  
investigates the case and makes a record of his findings  
upon the reverse side and signs the same. The findings  
of the truant officer are recorded in the book at the office  
in which an entry of the case has already been made.  
Then the report is sent to the teacher, who either certifies  
upon the reverse side of the blank that the child returned

to school on a certain date and has been a regular attendant since, or notifies the officer that the case demands further attention. The blank having received this final endorsement by the teacher is again sent to the office where it is placed on file. The investigation of these cases and the conferences with parents and teachers take a large share of the time of the truant officers. Another important duty of the truant officers is that of compelling the attendance of children who for one reason or another have not been enrolled in the schools. During the year 446 children were taken from the streets and placed in school by officers. When a pupil is transferred from one school to another, he is given a transfer card in the following form :

Form 12.

*TRANSFER OF SCHOOL MEMBERSHIP.*

.....*School, Fall River,.....190*

.....a member

of grade.....semester.....closed h connection with

this school to-day, to enter the.....School.

Age.....years .....mos. Time in grade.....weeks.

School attendance.....half-days since.....190

Removed to No.....Street.

.....*Principal.*

To be given to a pupil who has moved from one school district into another; also a duplicate to be given to truant officer.

A duplicate of this card is sent to the office where record is made of it. The truant officer then takes the



card to the school to which the child has been transferred, and failing to find him there the case is followed up until the child is either in school or properly accounted for. By this means the transfer is promptly made and the child is saved from falling behind the grade in which he belongs. This work is of especial importance, for many children fail to report promptly at the schools to which they are transferred unless they are followed up as described above.

While the evening schools are in session another line of work is performed by the truant officers. The principals of the evening schools make weekly reports of the absence of illiterate minors. These reports are taken by the officers to the mills where the delinquents are employed, and the co-operation of the overseers is invoked to compel such attendance as is required by law. The truant officers make the rounds of the day schools three times each week—on Mondays, Wednesdays and Thursdays. On Tuesdays and Fridays they are employed in investigating cases to which they have not been able to attend on the days when they have visited the schools; in bringing especially aggravated cases of truancy before the courts, and in many other ways by which they compel the attendance at school of those unfortunate children who, by reason of the lack of the right home influence or on account of the temptations of evil companions, must be saved from illiteracy and from crime.

The great importance of this work deserves appreciative recognition. It deals almost entirely with the least attractive features of school administration. Nevertheless, this work for those who most need its saving and compelling power, keeps our attendance up to a good percentage and holds under the right influence of the



school hundreds who, by reason of their own inclinations or parental neglect, would otherwise be wandering about the streets and growing up in ignorance.

All cases of contagious diseases are immediately reported at the office of the Superintendent of Schools by the Board of Health. When a case is reported the truant officer in whose district it is, at once visits the house infected, and directs that no children from it shall attend school until they secure a certificate from the Board of Health, counter-signed by the Superintendent of Schools, stating that all danger of contagion is past. The truant officer also goes to the school and sees that all children from the dwelling in which the case of contagious disease is located are excluded from school. He makes a statement of his findings in the case on the back of the blank which was sent from the Board of Health, and the blank is placed on file.

### FALL RIVER TEACHERS' ASSOCIATION.

The officers of the Association are President, Charles C. Ramsay ; Vice-President, Edwin S. Thayer ; Treasurer, Everett B. Durfee ; Secretary, Edward Hawes ; Executive Committee for the High School, Harriet E. Tuell, John R. Ferguson, Harriet E. Henry ; for the Grammar Schools, George H. Sweet, Carolyn G. Vander Burgh, Evelyn E. Albro ; for the Intermediate Schools, Anna M. Boyce, Genevieve H. Bliss, Celia M. Warfield ; for the Primary Schools, Grace C. Moore, Alice G. Smith, Grace L. Redfern.

The membership of the Association is large and the meetings are well attended. The following is a list of the lectures of last year. Miss Harriet S. Sackett of Brooklyn, New York, lectured on "Sewing as Manual

Training in Schools." Miss Sackett is at the head of the department of domestic art in Pratt Institute.

President G. Stanley Hall of Clark University at Worcester, Mass., lectured on the subject "The Critical Years of Youth."

Professor Amos E. Dolbear of Tufts College, Medford, Mass., addressed the Association upon "Science Teaching in Schools."

The Rev. Charles F. Dole of Jamaica Plain had for his subject "Education for Citizenship."

Principal Fred Gowing of the Rhode Island State Normal School lectured on "Professional Spirit and Professional Improvement among Teachers."

Miss Mary C. Dickerson, Instructor in botany, zoology, and physiology in the Rhode Island State Normal School at Providence, gave a series of lessons in Elementary Science or Nature Study.

Professor William G. Ward addressed the Association upon the topic "The Training of the Future Citizen."

Mrs. May Alden Ward of Boston lectured upon the situation in South Africa.

Mrs. Walter S. Irons of Providence had for her topic "The Evolution of the Heroine in English Prose Fiction."

In addition to the above, the Association held a social at the time of the annual meeting in May, at which a delightful musical program was rendered.

## PREPARATION FOR TEACHING.

At the beginning of the fall term the Fowler School was reorganized so as to contain all the grades of the common schools from the first to the ninth inclusive. A corps of experienced teachers was assigned to the build-

ing, and it was made an adjunct of the normal training school. By this means our facilities for preparation for teaching have been greatly increased. The young ladies in training now go to the Fowler School and observe the work of the skilful teachers there employed. It is now the privilege of our pupil teachers to come in touch with the daily life of more rooms in which the attitude of children toward their teachers and toward their school duties is right. The young ladies work in schools in which the management is good. They are permitted to give a limited amount of instruction under the guidance of able teachers. They thus get a proper understanding of the demands which a good school makes upon a teacher, and also of the demands that a good teacher makes upon a school. Then, when they are put in charge of rooms in the normal training school, and later when they are assigned to rooms of their own, they have definite high standards which they strive to attain in their management and in their instruction. The normal training school and the Fowler School as now conducted furnish excellent facilities for the training of teachers. Ample provision is made for the academic work, for observation, and for practice. The principals of the two schools have almost daily conferences as to the manner in which the pupil teachers are doing their work and as to the ways in which these schools, while keeping the pupils up to grade and doing the full work required of common schools, may also give to the city classes of young teachers whose success is practically assured. The graduates of the normal training school in 1899 were: Isabel Ashley, Sarah A. Boyd, Lottie F. Mitchell, Elizabeth G. O'Neil, Anna Pearson, Ethel R. Phillips, Mary A. Sheahan, Marcella D. Stirling, Catharine A. Sylvia, Hattie B. Sylvia, Harriet M. Walsh.



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The address at the graduation in June was by Albert E. Winship, Ph. D., Editor of the Journal of Education, whose timely topic was "Get Ready."

At the beginning of the fall term Miss Anna W. Braley, the principal, who had been absent for a year which she had spent in relief from the duties of school administration and in study at Brown University, returned to her position as principal of the normal training school. To her enlarged duties she brought renewed health and the added power that her year of study had afforded.

At the beginning of the fall term the following named young ladies who had been admitted by examination became members of the junior class: Mary W. Borden, Anna Brownell, Mabel R. Fiske, Abbie L. Harrington, Lucy J. Healy, Sarah P. Marble, Maybel M. Manning, Margaret E. G. Morris, Jessie A. Morrison, Mary E. Ravenscroft, Mary E. Regan, Anna A. Ryan, Teresa U. Ryan, Sarah B. Sampson, Annie Shay, Roberta A. Stirling, Mabel V. Sykes, Annabel Woodland.

### IN THE RIGHT DIRECTION.

The schools in which the teachers take a larger interest in the pupils than is required by the daily routine of mere preparation and recitation are, as a rule, doing most in that character building and that preparation for true living which are more and more recognized as proper functions of the school. I believe that the schools are making a distinct advance in securing the co-operation of parents, and so in establishing the essential unity between home life and school life. Not only when the child has fallen behind in some work or

has given offence in some matter of discipline, but also, and more and more frequently, in times of school comfort, and on occasions of successful effort the message of commendation should reach the home. When accounts of what the child has done successfully, when good work is taken to parents, when with the report card there is sent a favorable comment, if it can be given properly, there is established a bond of sympathy between the parent and teacher that cannot fail to help and bless the child who is the mutual care and charge of both. Then, too, the teacher whose habit it is to say commendatory words to pupils and who writes to parents in praise of the success of pupils as least as often as she speaks and writes in blame of what seems poor and evil, is doing much to keep herself in good cheer toward her work and toward those with whom and for whom she is giving all the power of her life. The wise teacher manages, if possible, to have an acquaintance with the parents of many of the children who attend her room. Nothing that the teacher can do will help her more than this. Teachers' efforts plus the parents' help are needed in every school, are needed for every child.

Mothers' meetings, which bring the teachers and the mothers into informal and agreeable acquaintance, do more to help teachers in securing the right attitude of the children in school than all the rules that can be laid down and than all the punishments and deprivations that can be devised. The school that is wisely managed takes this large hold upon the children. The child who attends a well managed grammar school of to-day goes gladly to the work that he has in process there. You will not see him lingering outside until the last stroke of the last bell. When he reaches school he goes at once to the



department to which he belongs where, in conferring with teachers or classmates or in consulting the books and materials that are provided, he begins the work of the day which he enjoys as a privilege and which he by no means feels inclined to shirk as a task. Pupils must be shown that they are working according to well-considered plans. They must be made to see sequence. They must be made to feel that they are engaged in employments where each day's effort is part of a building process. The written exercise that is dashed off in half an hour has a certain value as showing what can be done when a time limit is imposed; but the writing exercise that comes at the end of a week of preparation, that comes after the subject has been announced and discussed, after authorities have been consulted, after drawings have been made, and after all the material has been assembled, is of far greater value; for what is written after a somewhat extended period of preparation is the record of growth. More and more a community life is coming into the schools. The children see what others can do. The written work is placed before the children, arranged upon the walls in the school rooms and in the halls and corridors, and each child has the best products of the work of his mates to measure up to. When a pupil's writing book and spelling blank are kept secret and inviolate between him and his teacher, when he has little or no opportunity to see how well those about him are doing, he goes on and on in his own helpless way. When much of the best work of the pupils is continually before the child, experience shows that he is irresistibly drawn into the more excellent way.

In one of his addresses Henry Barnard expressed the hope that the time would come when children in the

schools would be actuated not by the desire of excelling, but by the desire of excellence. Less of personal rivalry and more of effort on the part of each individual to do his work as well as he can, seems to me to characterize the schools of to-day. Seating by rank, and standing for recitation in like manner are no longer practiced in good schools. If all pupils had equal ability, equal powers of application, equal clearness of vision and acuteness of hearing, it might be fair to rank them according to the manner in which they make use of this uniform outfit.

But the school that is well managed is conducted by a teacher who takes into account the limitations of each individual, and neither exalts nor debases him by unnecessarily comparing him with his fellows. The aim of the teacher is to get each pupil into such an attitude that he will be satisfied with nothing less than his best effort. The result of such effort is supreme and should not often be belittled by comparison. On this point Arthur Henry in writing of a new theory of education worked out on practical and attractive lines, says "The joy of conscious progress is greater than the joy of conquest. To realize that you are wiser to-day than you were yesterday is the only real delight ambition can know. When a boy has once felt this he looks upon the failure of others with sympathy. He becomes both strong and gentle.

Choice selections are committed to memory systematically in all the grades. This kind of exercise can hardly be too highly recommended. The children are learning things worth remembering. The selections thoroughly memorized become the intellectual possession of the children. It is indeed interesting to watch

the pupils in a room when they are called to recite the verses of a poem that has been committed to memory. As one recites there is the most sympathetic attention of all. The lips of the listeners sometimes move unconsciously in unison with the lips of the pupil who is giving oral expression, and the faces take on the look that is appropriate to the sentiment that is being expressed. All are eager to take part because the work has been done thoroughly, and the children know that they know both the words and the thought expressed by the words. Take the list arranged by the Supervisor of Reading for any one of the grades, and you will find that it is adapted to the age and attainments of the children, and that the poems are all worthy of places in the storehouse of the memory. The following is, for example, the list for the seventh grade :

“Read to the class ‘The Courtship of Miles Standish,’ ‘Evangeline,’ Longfellow ; ‘The Witch’s Daughter,’ ‘Among the Hills,’ ‘Snow-Bound,’ Whittier ; ‘The Concord Hymn,’ Emerson ; ‘The Song of Marion’s Men,’ Bryant.

For reproduction : ‘Wonder Book,’ ‘Grandfather’s Chair,’ Hawthorne ; ‘Stories from the History of Rome,’ Beesly ; ‘Christmas Carol,’ Dickens.

Selections memorized : ‘The Pumpkin,’ ‘Barbara Frietchie,’ ‘Laus Deo,’ portions of ‘Snow-Bound,’ Whittier ; portions of ‘Courtship of Miles Standish,’ Longfellow.

Review the poems of the previous years.”

Children who are taught to recite such selections with appropriate expression are helped to become good readers by this interesting vocal drill. Work of this kind I commend most heartily.



## DEATHS.

Since the last report was made, two of our teachers have passed on to the higher life.

Mrs. Jennie S. Rogers became a member of the corps in February, 1880. She gave herself to her duties as a teacher of little children; with all the strength she had. She held the respect of those with whom she was engaged in educational work. When she had passed away it was agreed by all who knew her that she had worked in the right spirit; that she had been considerate of little children; that she had succeeded well, and that she had left a record of faithful, loyal, loving service.

Miss Harriet M. Thompson began her work as a teacher in December, 1880. All through the years of her teaching she held a leading position in the corps. There was about her a dignity, a sincerity, a sweetness of disposition that made her in the best sense a popular teacher. She did her own work thoroughly, and so she secured good work from her pupils. In her daily walk and conversation she so carried herself as to show her appreciation of the dignity of her calling. She respected the office of teacher and she succeeded in it. She knew that the character of the young people who came to her from day to day would be largely determined by the influence of her character, and so she kept herself serene and true.

## CONCLUSION.

The succeeding pages contain the reports of the Principal of the B. M. C. Durfee High School, the Principal of the Normal Training School, the Supervisor of Drawing, the Supervisor of Music, the Supervisor of



Sewing, the Supervisor of Singing and the Supervisor of Reading.

Grateful acknowledgment is made of all the help that has been given the schools during the past year.

Respectfully submitted,

WILLIAM C. BATES,

*Superintendent of Schools.*

# REPORT OF THE PRINCIPAL

## OF THE

### B. M. C. DURFEE HIGH SCHOOL.

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*Mr. William C. Bates, Superintendent of Schools:*

I have the pleasure of submitting my annual report for the past year.

Since my last annual report, several changes in the corps of instructors have taken place. Dr. Harriet E. Tuell accepted a position as teacher of history in the English High School, Somerville, Massachusetts; Mr. W. Dawson Johnston returned to his *alma mater*, Brown University, as instructor in history; and Mr. Benjamin A. Whittemore resumed his studies in the Graduate School of Harvard University.

On account of these changes, two new teachers were appointed before the opening of school in September, 1899: In English, Mr. Edward S. Hawes, a graduate of Amherst College (A. B., 1893, and A. M. 1896,) who—in 1893-1898—had been instructor in English in the Brooklyn Polytechnic Institute; and in history, Mr. Charles T. Wentworth, a graduate of Harvard University (A. B., 1894, and A. M., 1895,) who before coming to us had been for two years an assistant in history of Harvard University, for one year a teaching-fellow in history in the University of Wisconsin, at Madison, and

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for two years instructor in history in the Massachusetts Institute of Technology. In addition to his work in history in the High School, Mr. Wentworth is this year teaching one class in English.

Several years ago, I had the pleasure—with the approval of the School Committee—of strengthening our courses in history. In my judgment, however, the time has now come for further important additions to be made in this department. After a conference with the teachers of history, who join me in this request, I therefore recommend the following for early adoption by the School Committee as a more complete course in history in the High School:—

Length of course: four years.

Method of teaching: library, text, and reference books; written reports and topical recitations. Due attention should be given throughout the course to historical geography, and some correlation of history with English literature should be made.

The first and fourth years, as outlined below, should be prescribed to all pupils of the general course, and offered to all others. The second and third years should be offered as elective studies in the general course and also in some of the other courses. Four periods a week should be allotted to the subject in every year.

FIRST YEAR:—Oriental history as affecting Greece and Rome; Grecian history, to the conquest and absorption by Rome, with some account of the post-Alexandrian kingdoms; Roman history from the break-up of the Carolingian empire.

SECOND YEAR:—English history, with mediæval connections and institutions.

THIRD YEAR:—Modern European history, with

mediæval connections, making clear the “expansion” of Europe; later history of England and her American Colonies to the American Revolution.

FOURTH YEAR:—American history from 1776 to date; and civil government in the United States. Due attention should be given to the origin and growth of political institutions, important political documents (especially the Constitution of the United States), state papers, and political parties.

Seven years ago, the School Committee approved my recommendation of the introduction of a modified form of the elective system of studies in the High School. At this time, I would recommend a very considerable extension of the elective principle in the choice of studies. In my judgment, all of the studies now taught in the school should be arranged in four groups or columns, one for each of the four years. Of these, four years of English should be prescribed, and also two years of history, two years of science (with laboratory exercises), one or two years of mathematics, and two years of a foreign language (ancient or modern). To make up the additional hours of work necessary for promotion and graduation, the pupil should be allowed freely to choose any of the other studies of the group or year to which he belongs,—subject in every case to the approval of the Principal and the parents of the pupil. Under such an arrangement, our separate courses of study would disappear. Candidates for higher institutions of learning should be required to notify the Principal early in their course at the High School of their intention to enter college, scientific, or normal school; and to consult him at the beginning of every year thereafter before choosing their elective studies. The studies of such candidates



could thus (especially in the later years) be selected and arranged in accordance with the requirements of admission to the particular school or college chosen.

After our careful consideration, and a conference with the teachers of English, I recommend that instruction in rhetoric and English composition be separated from instruction in English literature; and, in our printed courses of study, instead of listing these subjects as English, publish them separately, devoting to each one-half the time each week now given to both. Among the advantages that would, in my opinion, result from such a change, are these: The dignity and importance of rhetoric and composition would be raised in the estimation of the pupil; and the subject, which is perhaps the most essential of all subjects of the curriculum, would not be likely to be slighted by either pupils or teachers.

During the present school year, on my recommendation, the School Committee granted a petition from the battalion of High School cadets to have military drill every Thursday afternoon in the State Armory. Before the request was presented to me, I was desirous of arranging for such a provision, in order that—if possible—interest in the affairs of the battalion might be increased without interfering with the other exercises of the school. To the same end, I asked the cadets to agree to a reduction in the price of uniforms, to which they consented though not to so low a price as I recommended. Thus far, I am pleased to report that these measures have had a good effect; and, further to co-operate in the same direction, I respectfully recommend that new or better rifles and other necessary equipments be provided for the company drilling in the State Armory.

I am happy to say that the dignity, beauty, elegance and usefulness of our substantial high school building were never more highly appreciated than by those who use it at the present time. It continues to make its eloquent—though silent—appeal for greater refinement and culture to all who enter its halls, and daily to increase their self-respect and aspiration. To perfect its salutary influence upon susceptible minds, it now remains only to hang upon the walls of its rooms, and to place in its corridors, masterpieces of art,—pictures and statuary. I should, therefore, be very glad if the graduates and friends of the school would at once inaugurate a movement so necessary and desirable.

As in former years, appropriate exercises were held in the auditorium, in May, 1899, on the Friday before Memorial Day. Besides readings, recitations and music by the pupils, Captain George S. Evans, of Cambridge, Mass., delivered an interesting address on “Sunshine and Shadow of Army Life.” A delegation from the Richard Borden Post No. 46, G. A. R., with a number of other citizens, was in attendance.

The annual exercises on Founder’s Day, Thursday, June 15, 1899, were of more than usual interest and were well attended. The Rev. John M. Wilson, of this city, delivered an inspiring address on “The Interdependence of Our Mental and Moral Natures.”

For several years prior to 1899, there had been a growing desire to substitute for the essays and recitations on Graduation Day an address by some prominent speaker. Last spring, therefore, on my recommendation—supported by a majority of the faculty—the petition of the class of 1899 for such a change was granted by the School Committee. Professor Edwin A. Grosvenor,

of Amherst College, accepted an invitation to deliver the address on Graduation Day, on the thirtieth of last June. His subject was "The Part of America in the World", which he treated in a scholarly way. The result of the change would seem to be entirely satisfactory; for already this year the class of 1900, on recommendation of the faculty, have been granted a similar request. There is no doubt that such a method of conducting the exercises affords much needed relief to overworked members of the graduating class who would otherwise have to consume time and strength in hot weather in preparation of their parts on that day. Every year, moreover, several members of the graduating class, who might wish to take part, are absent taking examinations to colleges and normal schools. There are, also, other advantages resulting from the change which I will not take space to mention.

In closing this—my eighth annual—report, it gives me great pleasure to express my sincere thanks to the School Committee for their liberal spirit in providing ample supplies for the use of the teachers and pupils; to you, Mr. Superintendent, for many professional courtesies; to Mr. George F. Pope, the vice-principal, for his efficient and generous assistance; to my associate teachers for their cordial co-operation; and to the pupils and their parents for the degree of progress in scholarship and deportment that have been made in school during the past year.

Respectfully submitted,

CHARLES CORNELL RAMSAY,

*Principal.*



# APPENDIX (a)

## TO

### REPORT OF THE PRINCIPAL

#### OF THE

##### B. M. C. DURFEE HIGH SCHOOL.

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The enrollment from the opening of school, September 11, 1899, to the end of the first semester, February 2, 1900, is exhibited in the following:

TABLE SHOWING THE ENROLLMENT BY YEARS OR CLASSES.

CLASSIFICATION.	BOYS.	GIRLS.	TOTAL.
First year,	116	106	222
Second year,	60	69	129
Junior year,	37	86	123
Senior year,	31	61	92
Unclassified pupils,	34	41	75
Graduates,	1	4	5
	<hr/> 279	<hr/> 367	<hr/> 646

The entering class was considerably smaller in 1899 than in 1898; and the same, though to a less degree, is true of the upper classes. Hence, the total enrollment is this year less than last. By correspondence with the principals of the high schools of the leading cities of Massachusetts, I have learned that the high school enroll-



ment has decreased in a number of the cities of the state within a year. Since such decrease is not confined to any one city, it would appear to be the result of the same cause; which, I think, is the revival of business prosperity that has attracted from the last graduating class of the grammar schools and the upper classes of high schools a larger number of youth.

The averages of the ages of the present entering class (1903) were in September, 1899, as follows:

Average age of all the entering pupils, 15.08 years; average age of the entering boys, 15.13 years; average age of the entering girls, 15.02 years; age of the youngest member, 12 years; age of the oldest member, 19.5 years.

The averages of the ages of the present senior class (1900) were in September, 1899, as follows:

Average age of all the seniors, 17.93 years; average age of the senior boys, 18.08 years; average age of the senior girls, 17.85 years; age of the youngest member, 15.3 years; age of the oldest member, 23.4 years.

The number of non-resident pupils enrolled thus far since the opening of the school, September 11, 1899, is 72.

Of the 225 pupils in the first year class, including 15 who are repeating their first year work, 180 (88 boys and 92 girls) came from Fall River grammar schools; 13 (7 boys and 6 girls) came from Fall River parochial schools; 16 (7 boys and 9 girls) from grammar schools out of town; and 1 (boy) from a private school.

These facts and others are more fully set forth in the following:

TABLE SHOWING THE SCHOOLS FROM WHICH ENTERING PUPILS CAME,  
SEPTEMBER 11, 1899.

SCHOOLS.	Graduated from Grammar School, June, 1899.		Entered the High School September, 1899.		Total Grad- uated.	Total En- tered.
	BOYS.	GIRLS.	BOYS.	GIRLS.		
Borden.....	7	10	4	6	17	10
Davenport.....	18	22	10	9	40	19
Davis.....	16	24	8	13	40	21
Foster Hooper....	28	22	28	22	50	50
George B. Stone.....	5	8	3	3	13	6
Lincoln.....	6	13	5	9	19	14
Lower New Boston.....	2	0	1	0	2	1
Nathaniel B. Borden.....	23	17	21	14	40	35
Slade.....	8	9	6	6	17	12
North Fall River.....		3	0	2	3	2
Upper New Boston.....	1	1	1	0	2	1
Steep Brook.....	2	5	1	3	7	4
Admitted by examination from parochial schools.....			7	6		13
Admitted by examination from schools out of town.....			7	9		16
Admitted by examination from private schools.....			0	1		1
Totals.....	116	134	102	103	250	205

ENROLLMENT BY COURSES.

COURSES,	FIRST YEAR.		SECOND YEAR.		JUNIOR YEAR.		SENIOR YEAR.		TOTALS.		TOTAL.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
General.....	3	66	4	48	4	53	3	44	14	211	225
College Preparatory.....	41	30	22	13	16	26	22	15	101	84	185
Technical.....	37	0	17	0	5	0	1	0	60	0	60
Commercial.....	35	10	17	8	12	7	5	2	69	27	96
Unclassified Pupils.....	0	3	12	16	15	18	7	4	34	41	75
Graduate Pupils.....	0	0	0	0	0	0	0	0	1	4	5
Totals.....	116	109	72	85	52	104	38	65	279	167	646
Total.....	225		157		156		103		646		

The following tables show the numbers taking the various prescribed and elective studies for the year 1899-1900 in the various courses of study :

# COURSES OF STUDY.

## GENERAL.

	REQUIRED STUDIES.	ELECTIVE STUDIES.
FIRST YEAR. First Semester.	English [93]. Algebra [58]. Ancient History [100] and one of the following:	Latin [71], Physical Geography, Book-keeping [14], Shop Work and Mech. Drawing.
Second Semester.	English Algebra Ancient History and one of the following:	Latin continued, Physical Geography, Book-keeping continued, Shop Work and Mech. Drawing continued.
SECOND YEAR. First Semester.	English [69] Geometry [71] Medieval History [84] and one of the following:	Latin [25] continued, French [38] German, Book-keeping [1] continued, Shop Work and Mech. Drawing continued, Greek.
Second Semester.	English Geometry Modern History and one of the following:	Latin continued, French continued, German continued, Book-keeping continued, Shop Work and Mech. Drawing continued, Greek continued.
JUNIOR YEAR. First Semester.	English [74] Physics [14] or Botany [54] and two of the following:	Latin [9] continued, French [69] continued or begun, German [6] continued or begun, Greek continued, Civil Government [54], Shop Work and Mech. Drawing continued.
Second Semester.	English Physics or Botany and two of the following:	Latin continued, French continued, German continued, American Political History, Shop Work and Mech. Drawing continued, Greek continued.
SENIOR YEAR. First Semester.	English [47] Chemistry [12] or Zoology [38] and two of the following:	Latin [17] continued, French [16] continued, German [1] continued, Math. Review [25], Astronomy [20], Solid Geometry [2], Economics [30], Greek, Shop Work and Mech. Drawing.
Second Semester.	English Chemistry or Zoology and two of the following:	Latin continued, French continued, German continued, Greek continued, Shop Work and Mech. Drawing continued, Geology, Trigonometry, Psychology and Ethics, Math. Reviews continued, English Grammar (extra) [38], Arithmetic (extra) [37], Geography (extra) [39], U. S. History (extra) [38].



COURSES OF STUDY.

	COLLEGE PREPARATORY.	TECHNICAL COURSE.	COMMERCIAL.
FIRST YEAR.	English (73). Latin (74). Algebra (75). Ancient History (103)	English (38). Latin or History (28) or Physiography. Shop Work (38). Drawing (38). Algebra (48).	English (60) Book-keeping (50). Penmanship 1st h. yr. (50) Algebra (62). Arithmetic 2d half yr. (50)
SECOND YEAR.	English (42). Latin (45). Greek (28) or German (16) Geometry (44). Roman History (46).	English (19). Geometry (39). Latin or French (18) or German. Shop Work (20). Drawing (20). Med. and Mod. History (1).	English (28) Book-keeping (27). Pen. and Com. Geog. (28) Geom. or Ger. or Fr. (26) or Med. or Mod. Hist. (4)
JUNIOR YEAR.	English (61). Latin (50). Greek (20) or German (40) or French. French (55) Historical Reviews (59). Math. Reviews (12).	English (16). French (4) or German. Historical Reviews. Civil Government (55). Shop Work (14). Drawing (4). or English. Physics (4) French or German or Civil Government and Amer. Pol. History (4). Shop Work (4). Drawing (4).	English (18). Shorthand (22). Typewriting (22). Physics (9) or German or French (12). Civil Gov. 1st half yr. (23) Am. Polit. Hist. 2d h. yr.
SENIOR YEAR.	English (52). Latin (42). Greek (26) or German (20) or French (5). Exper. Physics (16). Math. Reviews (50). U. S. History Rev. (6).	English. Solid Geometry and Trigonometry Math. Reviews. Exper. Physics (2). Shop Work. Drawing. or English. Chemistry. Solid Geometry. Economics (3) and Com. Law or Geology. Shop Work (3). Drawing (3).	Eng. (2) or Chemistry (6). Shorthand (18). Typewriting (18). Econ. 1st h. yr. (8). Com. Law 2d h. yr. (8). Math. Rev. extra (4). Com. Eng. (8).

The foregoing tables exhibit the permanent choices of subjects and studies since last September. Of course some of the pupils have since withdrawn from school. The figures in parentheses indicate the number of pupils taking the study after which the number is placed.

STUDIES.	PUPILS PURSUING.		STUDIES.	PUPILS PURSUING.	
	Male.	Fe- male.		Male.	Fe- male.
English.....	278	367	History of Greece. ....	41	34
Latin.....	117	206	History of Rome.....	29	17
Greek.....	68	6	Ancient History... ..	59	100
French.....	85	159	Amer. Pol. History... }	30	53
German.....	6	77	Civil Government.... }		
Algebra.....	120	123	Med. and Mod. History.	13	63
Geometry.....	55	80	Shopwork.....	69	0
Trigonometry.....	0	0	Mech. Drawing.....	69	0
Solid Geometry.....	2	0	Shorthand .....	20	10
Math. Reviews.....	42	46	Typewriting.....	20	10
Astronomy.....	1	19	Penmanship.....	55	23
Physics.....	19	8	Com. Geography.....	18	10
Exp. Physics.....	16	0	Com. Arithmetic.....	34	11
Chemistry.....	13	8	Com. English.....	6	2
Physiography.....	0	0	Com. Law.....	6	2
Economics.....	10	20	Book-keeping .....	55	37
Geology.....	1	19	U. S. History Reviews..	2	42
Botany.....	0	54	English Grammar (extra)	1	37
Zoology.....	16	38	Arithmetic (reviews)....	0	37
Psychology & Ethics.	4	16	Geography (reviews)...	1	38

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GRADUATES OF THE CLASS OF 1899 ADMITTED TO HIGHER  
INSTITUTIONS OF LEARNING.

TO COLLEGES.

HARVARD UNIVERSITY—Robert A. Dean, Lucius J. Eddy, Merton E. Grush, David P. Shea.

RADCLIFFE COLLEGE—Mary A. Prentiss.

WELLESLEY COLLEGE—Lurena L. Wilson.

DARTMOUTH COLLEGE—M. Richard Brown.

GEORGETOWN UNIVERSITY—James M. Sullivan.

ST. MICHAEL'S COLLEGE, Toronto, Canada—Edward J. Moriarty.

TO PROFESSIONAL SCHOOLS.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY—Henry Fitzler, Isaac T. Haddock.

WORCESTER POLYTECHNIC INSTITUTE—Arthur A. Campbell, Ralph W. Nickerson, George F. Read, Jr., Herbert V. Wilcox.

JEFFERSON MEDICAL COLLEGE, Philadelphia—James B. Hillard, Joseph Sullivan.

STATE NORMAL SCHOOL, Bridgewater, Mass.—Margaret G. Mooney, Mary E. Morrison.

STATE NORMAL SCHOOL, Westfield, Mass.—Edith H. Milne, Edna Heywood.

STATE NORMAL SCHOOL, Hyannis, Mass.—Florence S. Hathaway, Mary C. Kelly, Mary T. MacDonald, Mary J. Murphy, Margaret A. O'Dea Gertrude M. Sullivan.

STATE NORMAL SCHOOL, Providence, R. I.—Frances M. Brow, Agnes D. Crawford, Ione Earle, Harriet E. Graves, Helena M. Murphy, Florence L. Osborn, Marion E. Potter.

GRADUATES OF THE CLASS OF 1899 ADMITTED IN SEPTEMBER  
TO THE CITY NORMAL TRAINING SCHOOL.

Mary W. Borden  
Anna Brownell  
Mabel R. Fiske  
Abbie L. Harrington  
Sarah P. Marble  
Maybel M. Manning  
Jessie A. Morrison

Margaret E. G. Morriss  
Mary E. Ravenscroft  
Theresa U. Ryan  
Sarah B. Sampson  
Annie E. Shay  
Robert A. Stirling  
Mabel V. Sykes

OF THE CLASS OF 1898,  
Lucy J. Healy.

OF THE CLASS OF 1897,  
Mary E. Regan.

The following table showing the ratio of the teaching force to the average daily attendance for the school year ending July 1, 1899, in the high schools of several cities of Massachusetts and Rhode Island, may be of interest to the readers of my report :

SCHOOLS.	Average daily attendance of pupils for 1898-9.	Whole number of regular teachers 1888-9.	Average number of pupils to each teacher.
Brockton, Mass.,	467.79	18	25.43
Chelsea, Mass.,	375	17	22.05
Fall River, Mass.,	691	23	30.04
Haverhill, Mass.,	381.5	13	29.34
Medford, Mass.,	516.4	22	23.47
Lowell, Mass.,	709	24	29.54
Lynn, Mass., English High,	422	19	22.21
Lynn, Mass., Classical High,	268	12	22.33
New Bedford, Mass.,	384	14	27.42
North Adams, Mass.,	190	7	27.14
Pawtucket, R. I.,	225.6	11	20.56
Somerville, Mass., Classical,	253.4	9	28.15
Somerville, Mass., English High,	548.5	23	23.84
Woonsocket, R. I.,	137.5	7	19.64



APPENDIX (b)  
TO  
REPORT OF THE PRINCIPAL  
OF THE  
B. M. C. DURFEE HIGH SCHOOL.

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INSTRUCTORS.

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CHARLES CORNELL RAMSAY, A. M.,  
*Principal.*

Economics, psychology and ethics.

GEORGE FREDERICK POPE, A. M.,  
*Vice-Principal.*

Mathematics.

JULIA AMANDA READ,  
Latin,

IRAM NELSON SMITH, A. M.,  
Latin.

EVERETT BROWNELL DURFEE, A. M.,  
Greek, algebra; and arithmetic reviews.

HARRIET ELIZABETH HENRY,  
History.

MARY ADELAIDE TRAFTON, A. B.,

Algebra.

MARY CATHERINE HENRY,

German.

HANNAH REBECCA DAVIS,

English.

EMILY ELLEN WINWARD,

French.

WILLIAM JOHN WOODS, S. B.,

Mechanics and drawing.

JAMES WALLIS,

Type-writing, shorthand, commercial law, penmanship, and arithmetic.

FLORENCE INEZ DAVIS,

Biology, physiology, and physiography.

WILLIAM HENRY POOLE, A. B.

Physics and chemistry.

JOHN RUSSELL FERGUSON, A. B.,

Latin, geometry, and algebra.

GERTRUDE MARY BAKER,

English.

CHARLES EBEN REED,

Book-keeping, commercial geography, penmanship and arithmetic.

LOUIS PALMER SLADE, A. M.,

History, civil government, and U. S. history reviews.

HARRIET ANTHONY MASON SMITH,

French.

WILLIAM MORSE COLE, A. M.,

English.

IDA GRIFFITHS, A. B.,

Geometry, astronomy, and geology.

EDWARD STONE HAWES, A. M.,  
English.

CHARLES T. WENTWORTH, A. M.,  
History, civil government, English, and geography reviews.

WALTER J. TITCOMB,  
Vocal music.

JOHN D. MUNROE,  
Military tactics.

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## LIST OF PUPILS.

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### GRADUATE PUPILS.

Connors Mary Bella  
Hicks Alice Borden

Locke Minnie Elizabeth  
Lathrop Mary Elise  
Read Frederick Wilson

### SENIOR YEAR.

Alden Bessie Mabel  
Arnold Edmund Kingsley  
Arnzen Cynthia Estelle  
Barker Harold Remington  
Bric William Henry  
Brightman Herbert Frank  
Broomhead Fred Calvin  
Brownell Clifford Anville  
Brownell Viola Walden  
Buckley Thomas Livingstone  
Buffinton Mary Deane  
Buffington Stanley  
Carey Mary Louise  
Chace Laurretta Anthony  
Connell Delia Agnes  
Cornell Abby Ann  
Curran Mary Margaret Nugent  
Damon Lewis Porter  
Darling Franklin Elihu  
Davis Winnie Rebecca  
Doran Lena Angela  
Dowling Patrick Louis

Fairbanks Frank Otis  
Farwell Mattie May  
Fennelly Catherine Sarah  
Ferguson Maud A.  
Fogwell Bertha Estelle  
Fothergill Mary Edith Ralphine  
French Florence Dunning  
Galvin Alice May  
Garlick William Entwistle  
Gettings Thomas Lawrence  
Gifford Honora Rowena Desales  
Gifford Mabel Taber  
Gilbert Susan Elizabeth  
Gladding James Nickerson  
Glynn Grace Rosalind  
Goff Jessie Bence  
Golden Lottie May  
Hadfield George Oscar  
Hanify Edward Francis  
Harrington Joseph Patrick  
Harwood Annie  
Hawes Edith Kingsley

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Holdsworth Fred	Peckham Cora Ethel
Hough Grace Maude	Peirce Ada Louise
Kelleher Louise Gabrielle	Reilly Mary Annie
King Eva May	Ripley Florence Mabel
Lafleur Fred Joseph	Scanlan Katie Veronica
Lenaghan Margaret Frances	Silverstein David
Lightfoot Edwin Southall	Slade Mary Abbie
Lucas Martha Noyes	Small Edith Standish
Lucas Susan	Smalley Harry
Luther Cora Wheaton	Smith Kendall Kerfoot
Mackenzie Joseph William	Smyth Marguerite Teresa
Macomber Anna Reed	Solomon Charles Arthur
Martin Anna Mary	Sorel Leah
Martin Maude Sophia	Sullivan Helena Gertrude
Mathews Maud Alice	Swift Anna Osborne
McCarthy Eugene Ambrose	Tallman Helen Rockwell
McKenney Elena Hildegard	Terry Elmer Clifford
McMahon Margaret Priscilla	Thorpe Annie Remington
Mermin Mary Evelyn	Tripp Edwin Pool
Morris Elizabeth Cecilia	Vander Burgh Ludlow Hoffman
Monroe Mary Alden Tilton	Vestal Cora Vernice
Nugent Clara Louise	Walsh Alice Anne
Olis Lila Ethelburge	Wilbur Clinton Burnett
O'Neil Mary Clare	Wild Ida May
	Wing Clara Ethelle Tompkins

## JUNIOR YEAR.

Albro Frank Taylor	Brady May Evelyn Loretta
Allen Bertha Inza	Brayton Margaret Lee
Allen Sadie Franklin	Brightman Charles Lewis
Almy Thomas	Brown Adelaide Follette
Angell Florence Randall	Brown Dana Francis
Angell Grace Caroline	Brownell Alberta Simmons
Arnold Alice Ralph	Buffington Sylvia Durfee
Arnzen Laura Eliza	Carvill Celia May
Atwood Mary King	Chace Nathan
Barker Edith Rebecca	Chace Matilda Ayers
Bassett Thomas Borden	Chace Josephine May
Bennett Alma Slater	Chace Edith Ethel
Blanchet Joseph Victor	Chace Carleton
Blossom Romaine Frances	Clarkson Charlotte May
Borden Louise Gould	Cleaveland Edith Wood
Bourre Louis Theodore	Connell Margaret Irene



Corbett Owen Donald  
Crofton Etta Anna Cecilia  
Cronin John Francis  
Crosson Mary Ellen Winifred  
Daley Mary Josephine  
Danielson Ida Mary  
Davis Etta William  
Davis Mabelle Edith  
Davol Alice Tracy  
Davol Charles Dean  
Deane Mary Esther  
Doran Cecilia Maria  
Durfee Ethel Waite  
Durfee Richard Frederick  
Dwyer Daniel Aloysius  
Eddy Mary Eleanor  
Edgell Abigail Janie  
Elms Eva Vivian  
Evans Edith Mary  
Farnum Joseph Elisha  
Feeney Timothy John  
Fox Annie Hannah  
Gale Emily Ada  
Guiney Emma Jane  
Hadfield Samuel Jr.  
Hall Ednah Snow  
Hanify John William  
Hanrahan Annie May  
Hargraves Ella Catharine  
Hathaway Charles Eleazer  
Hathaway Danforth Horton  
Hathaway Marion Perry  
Hathaway Philip Brown  
Hirst Elizabeth  
Huggett Laura Frances  
Hurley Helen Veronica  
Jennings Oliver Saunders  
Johnson Gertrude Lenore  
Jones Ernest Fuller  
Kelly Hannah Celia  
Kennedy Annie Matilda  
Lihme Charles Johnson  
Lovell Bertha Chace

Lynch James Francis  
Macfarlane Lottie Luther  
Marble Edith Marion  
Martin Florence Agnes  
May Fordyce Herbert  
McCarty Lizzie Agnes  
McDermott Mary Egan  
McFarland Lena  
McGlynn Margaret Loretta  
McGraw Ada Drysdale  
McGregor Ethel  
McMahon James Sullivan  
McPhee Agnes Theresa  
McNerney Annie Frances  
McWilliam Helen  
Mello Joseph Francis  
Milne Marion Gibbs  
Monks James Edward  
Murphy Gertrude Evelaine T.  
O'Neil James William  
Phinney Ruby Crowell  
Porter Mary Bidwell  
Potter Gladys Records  
Pouliot Leonidas  
Quinn Edward Paul  
Rae Nellie Lawson  
Rowley Freeman Charles  
Shelley Joseph Edward  
Shelley Marguerite Veronica  
Shorrock Edith Louise  
Simmons Arline  
Skinner James Homer  
Slizack Jacob  
Stuart Ina Belle  
Sullivan Julia Etta  
Sullivan Lizzie Gertrude  
Sullivan Margaret Genevieve  
Swords Thomas Francis  
Sykes Mabel Lavinia  
Tallman Mabel Denham  
Thompson Marian Leighton  
Thurrott Grace Alma  
Touhey Agatha Lauretta

Tower Lucie Alline  
 Tripp Rita Pauline  
 Valentine Martha  
 Walsh Frank Edwin

Wetherbee Lucile  
 White Mary Brigham  
 Winn Edna Florence  
 Winslow Charles Frederick  
 Zimmerman Charles

## SECOND YEAR.

Ashton Thomas Newsome  
 Babbitt Myra Emerson  
 Baldwin John West  
 Bassett Frederic Waterman  
 Baylies Estella Hathaway  
 Belden William Leslie  
 Black Rachel  
 Bodge Clifford  
 Brayton Arthur Perry  
 Brown Carrie Rounseville  
 Burns James Robert Joseph  
 Burrell Carlton Worth  
 Butterworth Eliza Clark  
 Calder Bessie Lyman  
 Chadwick Charles Sherman  
 Chase Winifred Florence  
 Clegg Emily Louisa  
 Coe Sarah  
 Collis Patrick William  
 Connelly Sarah Agnes  
 Connor Sylvester James  
 Cotter John Francis  
 Cottrell Maud Stanwood  
 Creamer William Henry  
 Cudworth Georgia Baylies  
 Cummings Eleanor Harriet  
 Cuttle Ethel de Chantal  
 Daley William Francis  
 Danielson Arthos Raymond  
 Davis Alma Abbott  
 Dearden Anna Louise  
 Dennis Carrie May  
 Dinnie Jennie Gordon  
 Dolan Thomas Andrew  
 Durfee Mary Elizabeth  
 Durling William Wells

Dwyer Patrick Joseph  
 Eddy Thomas Frye  
 Edgell Albert John  
 Evans Eva Alice  
 Field Jennie Frances  
 Field Mabel Brown  
 Finneran Elizabeth Genevieve  
 French Ralph Winward  
 Garity Rose Cecilia  
 Gifford Ellis  
 Gilbert Milton John  
 Giles Alice Gertrude  
 Givan Edna Adelia  
 Goodrum Percy Francis  
 Greany William  
 Harrington Julia Evelyn  
 Hart Harry Brayton  
 Heywood Emma May  
 Hinchey James Henry  
 Hodnett Sarah  
 Holt Lillian May  
 Hyde Amy Esther  
 Jenney Gertrude Clarke  
 Keefe John Eugene  
 Leonard Joseph Francis Aloysius  
 Lincoln Ernest Avery  
 Little Mabel Holmes  
 Lockhart Annie Jane Campbell  
 Malone John Edward  
 Mason Edward Francis, Jr.  
 Marvel Helen Clifton  
 McCloskey Agnes Annie  
 McDonald Susie Cecilia  
 McElvie John Grant  
 McGrath Florence Agatha  
 Mulligan Daniel Andrew

Murphy Daniel Augustus  
 Nicholson Robert Jr.  
 O'Dea John Joseph  
 O'Neil Margaret Ann  
 O'Neil Mary Josepha  
 O'Neil Peter Christopher  
 Palmer Norma Crocker  
 Pearson William Thomas  
 Pierce Harry Mortimer  
 Phillips Martha Read  
 Poole Carrie Mabel  
 Pritchard Annie Louise  
 Quinn Mabel Theresa  
 Quirk Gertrude Mary  
 Quirk Margaret Veronica  
 Read Louise Elizabeth  
 Reagan William  
 Reilly Katherine Agnes  
 Ridgway Charles Everett  
 Roach Nellie Josephine  
 Robertson Edward John  
 Rowley Henry Esmond  
 Russell Charles Edward  
 Ryan Elizabeth Cuffe  
 Sampson Maude Louise  
 Sanford Grace Frances  
 Sharp Mary Emma  
 Sharples Edward Free love

Shay Mary Rebecca  
 Silverwood Charles Herbert  
 Sisson Stella Howard  
 Slocum Rebecca Cook  
 •Smith Harold Crocker  
 Sokoll Junius Prentiss  
 Stanton Alice Grace  
 Stock Helena  
 Sullivan John Francis  
 Sullivan Mary Desmond  
 Swords Elizabeth Veronica  
 Tallman Alfred Willis  
 Taylor Jessie Bertha  
 Terry Bessie Richmond  
 Terry Silas Cleaveland  
 Tracy Annie Catherine  
 Tripp Clifford Hartwell  
 Tripp Louis Lilman  
 Tuite Edward Aloysius  
 Ward Gardner Miles  
 Waring Dwight Stone  
 Waters George Albert  
 Wells Sarah Brown  
 Wells William Wilfred  
 Whalon Carolyne Alida  
 Wilde Cora Louise  
 Winslow Nettie Durfee  
 Wood Joseph Henry

## FIRST YEAR.

Ahearn Margaret Estella  
 Albert Lotta Clair  
 Alcock Henry  
 Aldrich Anna Earl  
 Allen Elizabeth A. M.  
 Allen Edward Francis  
 Amiot Edward Onesime  
 Arnold Mary Wood  
 Ashley Emma Maud  
 Ashton Henry Slinn  
 Atwood George Leander  
 Barry John Francis  
 Belcher James Alvin

Bennett George Ellsworth  
 Bliss Harold Stanford  
 Boardman Caroline  
 Borden Alfred Merton, Jr.  
 Borden Raymond Clifford  
 Borden Theodora  
 Boylan Elizabeth Ann  
 Boynton George Eddy  
 Boynton James Arnold  
 Boynton Samuel Hough, Jr.  
 Bowen Bradford Alonzo  
 Bowers Lester Waldron  
 Briggs Charles Vickery

Brightman Lillian Howland  
Brown Anna  
Brown Hattie May  
Brown Helen  
Brown Ray Wilbur  
Brownell Ella Mabel  
Brownell William Thomas  
Buffinton Arthur Howland  
Buffington Paul Emerson  
Bullock Myron Francis  
Burdick Edna Mae  
Byrne John Patrick A.  
Callis David Milton  
Carvill Earl Alvarez  
Church Lucy Marguerite  
Clarke Sadie Porter  
Clifton Frank Edward  
Collins Ann Laura Marie  
Conroy Helen Gertrude  
Cottrell Abram Frank, Jr.  
Crapo Florence Mae  
Creamer Ellen Mary  
Creigh Mary Laurretta  
Cronan Margaret Ann  
Crowther Edith Helen  
Cuffe Charles Stephen, Jr.  
Cummings Mary Veronica  
Curran Agnes Rosalind B.  
Daley Joseph Thomas  
Darling Maud Frances  
Davenport Herbert Thomas  
Davis Milton Allen  
Davol Bradford D. 2d  
Desmond Mary Etta  
Dexter Lawrence Melville  
Dickinson Frank Chace  
Dillon Ann Maria  
Dunn Margaret Louise  
Fennelly Anna Frances  
Fisher Charles Church  
Fitzler John Edward  
Fogwell Madeline Beatrice  
French Arthur Willis

Gardner Alton Chester  
Gardner Clifton  
Garity Peter Matthew  
Garlick Minnie  
Gifford Harrison Thomas  
Gifford Lida May  
Gifford Rebecca Anthony  
Goss James Edward  
Greany Thomas Henry  
Grinnell George Hathaway  
Hall Percy Mortimer  
Hargraves Mabel Wesley  
Hargraves Sadie Elizabeth  
Harris Eliot Bartlett  
Harvey Henry James  
Hathaway Joseph Hicks  
Hathaway Lucy Simmons  
Hayden Lawrence E. Jr.  
Heatley Elizabeth  
Hinchey Helen Costello  
Hodges Francis A. Jr.  
Hodgson Henry Augustus  
Hooper Mary Hannah Eloise  
Horton Mary Buffington  
Howard Bessie Amelia  
Howarth Bertha May  
Hurley Gertrude Mary  
Hyde Henry Clifford  
Jackson Ruel Hanscome  
Jackson Samuel Aloysius  
Johnson Clara Laurretta  
Johnson Edith Finette  
Johnson Ernest Charles Law  
Johnson Ethel Whiting  
Johnson John William  
Jordan Marian Ethel  
Kapstein Eva  
Kavolsky Lillian  
Kellogg George Forester  
Kelly Francis James  
Kenyon James Henry  
Kirker Ida Florence  
Langlois Laurretta Ella



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Law Mary Elizabeth	Reback Max
Lawrence Bernice Dean	Reed Ella Frances
Lawson Christina Helen	Reed Harold Leroyd
Leary Elizabeth Cecilia	Reed Mabel Thomas
Lewin Lida Delano	Reynolds Stella Adelia
Lockhart Mary Elizabeth	Riley Charles Edward
Lynch Sarah Elizabeth	Rimmer William Mansergh
Lyons William Francis	Robert Aimé
Macartney William Nelson Jr.	Robinson Fannie Atkinson
Mackenzie John Brown	Rogan William Edward
Maloney John Thomas	Rogers Permelia Lovejoy
Maloney Margaret Gertrude	Rounds Caroline Emily
Manchester Alton Sawyer	Sabins Marion Ellen
Manning Louise Anna	Salamac Anna Rosa
Marble Earl Matthews	Schofield Ethel Sarah
Marklevich Joseph Louis	Sharp Lottie Booth
Mathewson George Edward	Sharples Launcelot Matthew
McGraw Frank Dobson	Shaw Charles Alford, Jr.
McGraw Rose Ann	Shaw Cora Frances
McMahon William	Shay John Gilmary
McNally Annie Gertrude	Shay Charles Aloysius
McWhirr Robert Ramsay	Shea Edward James
Millard Viola	Shea Margaret Ellen
Moran Thomas Joseph	Sherman James Warren
Morrison William Dunnigan	Silverstein Dora Gertrude
Morriss Eva May Violet	Silvia Frank Peter
Morris Samuel Benjamin, Jr.	Simmons Amy Linwood
Munroe Clifford Albert	Simmons Floy Aldworth
Murphy Helen Gertrude	Simmons Harold Andrew
Murphy William Norbert	Slade Harold Chapin
Nelson Arthur Fremont	Slattery Matthew James
O'Brien Mary Cecilia	Small Reuben Thomas
O'Connell Katherine Louisa	Smalley Annie
O'Grady Jeremiah	Smith Mary Barbara Agnes
O'Neil James Gerard	Smith William Cyrus
O'Neil Laura Frances	Smithson Samuel
Osborn Joseph Durfee	Smolensky Joseph Henry
Page Lulu	Southwick Amelia Frances
Pease Katherine Corda	Stratton Joseph Andrew
Peckham Sadie Churchill	Sullivan James Parnell Francis
Peirce Edmund Leander	Sullivan Katie Agnes
Phelan Nicholas Augustus	Sullivan Leo J.
Quigley Martin Vincent	Sullivan Margaret Irene

Sullivan Margaret Katheryn  
 Sutcliffe Esther May  
 Sweeney Edward James  
 Tobin Thomas Joseph  
 Train Ethel Marie  
 Twigg Eliza Violet  
 Vestal George Brightman  
 Wade Mary Hannah  
 Wager George Vernon  
 Walker Alfred Biltcliffe  
 Walsh James Henry  
 Wardle Henry

West George Edward  
 West Ryvers Randolph  
 Westall Lillian Gertrude  
 Whalley Lauretta  
 Whitehead Ethel Antoinette  
 Whittaker Ada  
 Wilbur Lois P.  
 Wilbur Emma Caroline  
 Wilde Irene Chadwick  
 Wilson Mary Elizabeth  
 Winward Helen Buffinton  
 Winward Leonora Eugene

## UNCLASSIFIED PUPILS.

### FOURTH YEAR.

Borden Florence  
 Cuttle Ignatius Xavier  
 Dearden Carlton Allen  
 Durfee Henry Cory  
 Gill Raymond Joseph

Howland Ruth Anne  
 Jutten Llewellyn Williams  
 Lawton Lena Josephine  
 Maher Andrew Lawrence  
 Place Harry Howard

Thomas Clara

### THIRD YEAR.

Ackley Ida  
 Arnzen Minnie Grace  
 Borden Addie  
 Borden George Edward  
 Borden William Augustus  
 Brown Leslie Philip  
 Chace Christopher White  
 Childs Bertha Frances  
 Connolly Elizabeth Evelyn  
 Duffy Edward Llewellyn  
 Fleet Harriet Emma  
 Fletcher Lauretta Marion  
 Geary Jeremiah Joseph  
 Hadfield Lucy  
 Hambly Eunice Hazel Lawton  
 Hathaway William Edgar

Haughwout Helen Preston  
 Hicks George Henry Jr.  
 Holmes Pelham Hillard  
 Jackson Edith  
 Kileen Drusilla Gertrude  
 Lathrop Agnes Segar  
 McCloskey John Joseph  
 McIntire Harry Irving  
 Moulton Willard Conklin  
 Ogden Lea Hutchinson  
 Prentiss Madeline Mahala  
 Sherer Orrie Wesson  
 Sherman Waldo Albert  
 Shove Helen  
 Sykes Elizabeth Gardiner  
 Walsh Jeffrey James

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SECOND YEAR.

Briggs Chester Williams	Hall Lemuel
Childs Charlotte Jane	Hathaway Beatrice Lysle
Coffey Joseph Edward Francis	Hathaway Charles Richmond
Copeland Louise Crary	Hill George Henry
Copeland Marion Carter	Hills Marion Peirce
Clarke Martha Alice	Higgins Joseph Ignatius Raphael
Curran Lillian May	Lufkin Florence May
Daley Margaret T.	Miller Nathan Stewart
Dodge George Rodman	Morrison Alice Helen
Doyle Joseph James	O'Brien John Francis
Edwards Gladys	Sullivan Mary Louise
Evans Florine	Tinkham Henry Buffington
Foster Susie Laura	Trafford Inez Perry
Gough Charles Peter	Ward Edith Louise

## FIRST YEAR.

Haskell Flora Ida	Manchester Hattie Elizabeth
Thorpe Edith May	

## SENIORS' CLASS DAY EXERCISES.

WEDNESDAY, JUNE 28, 1899, AT 12 O'CLOCK.

CLASS OF '99.

PROGRAM.

1. SONG - - "Let our Voices be Glad," - - *C. Lecocq*  
CLASS OF '99.
2. MUSIC "Babbie Waltz," from "The Little Minister," *W. Furst*  
HIGH SCHOOL ORCHESTRA.
3. CLASS HISTORY - - - - -  
ANNABEL WOODLAND.
4. MUSIC - - - "American Patrol," - *F. W. Meacham*  
HIGH SCHOOL ORCHESTRA.
5. CLASS POEM - - - - -  
MARY REGAN.
6. SOLO, WITH VIOLIN OBLIGATO "Grass and Roses," *J. C. Bartlett*  
EVERETT MASON ELLERY AND FREDERICK HUBBELL SIMMONS.
7. CLASS PROPHECY - - - - -  
HARRIET ELLA GRAVES.
8. CLASS SONG - - - - -  
CLASS OF '99.



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CLASS SONG.

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WORDS BY MARCUS RICHARD BROWN.

MUSIC BY NELLIE LOUISE LAWTON.

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## I.

Our lessons all are over now;  
And swift the time has come  
To break the ties which make this life  
A bright and happy one.  
Four years seem very long to him  
Who on the threshold stands  
But soon they're gone and lost among  
Time's ever shifting sands.

## CHORUS.

But we'll never forget this dear high school  
Our classmates, our teachers most kind,  
And we trust that the years rolling swiftly will bring  
Success to our class—Ninety-nine.

## II.

The door of knowledge open stands  
To all, both high and low,  
And anyone may enter there  
Who would her secrets know.  
Though we have struggled hard to win  
Much from her ample store  
'Tis but a scanty bit we've gained  
So soon our course is o'er.—CHORUS.

## III.

And so, kind friends, we've gathered here,  
Upon this class day fair,  
And told you of those years so full  
Of joy, and free from care.  
And now 'tis time to say the word  
For the end is drawing nigh;  
Though hard it seems, yet 't must be said,—  
Farewell, not quite Good-bye.—CHORUS.

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OFFICERS OF THE CLASS OF '99.

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*President*—Robert Augustus Dean.*Vice-President*—Frederick Hubbell Simmons.*Secretary*—Mabel Luella Buffinton.*Treasurer*—Ernest Gibbs Chace.*Pianist*—Sarah Bradford Sampson.

## GRADUATING EXERCISES.

FRIDAY, JUNE 30, AT 9.30 A. M.

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### CLASS OF '99.

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1. OVERTURE - - - "Jupiter," - - - - *F. Hoffman*  
HOPPE'S ORCHESTRA.

2. SONG - - - "Damascus Triumphal March," - - - *Costa*  
CLASS OF '99.

3. MUSIC Grand Selection from R. Wagner's Opera,  
"Tannhauser," - - - - - *Theo. Moses*  
HOPPE'S ORCHESTRA.

4. ADDRESS "The Part of America in the World."  
EDWIN AUGUSTUS GROSVENOR.  
Professor of Modern Governments and their Administration,  
Amherst College.

5. MUSIC { a. "The First Heart Throbs," *Richard Eilenberg*  
b. Fantasia, "My Old Kentucky Home," *Otto Langey*  
HOPPE'S ORCHESTRA.

6. PRESENTATION OF DIPLOMAS AND DAVIS MEDAL,  
LEONTINE LINCOLN, ESQ.,  
Chairman of the School Committee.

7. SINGING OF THE CLASS ODE, - - - - -  
CLASS OF '99.

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CLASS ODE.

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BY DAVID PETER SHEA.

MUSIC BY SARAH BRADFORD SAMPSON.

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## I.

The happiest of the happy days  
Which we in school have spent,  
Has come to crown our labors here  
With joy and sweet content;  
With joy that comes from something done,  
From something toil has wrought,  
With sweet content that labor brings  
When hours of rest are sought.

## II.

The thoughts of long and pleasant hours  
'Midst friends beloved and true,  
With faithful teachers who have had  
Our welfare e'er in view,—  
These thoughts at parting closer draw  
The ties that bind us here,  
Where youth was taught and guided on  
To manhood's wider sphere.

## III.

Dear classmates, ere we part as such,  
Recall our motto true,  
That "Labor conquers everything"  
Whate'er we try to do.  
With this in mind, and firm resolve  
To conquer in the strife,  
All difficulties we'll surmount  
That come to us in life.

## IV.

And now 'tis time for us to part  
To part from schoolmates dear,  
With whom the years so bright have been,  
So marked with joy sincere.  
Success that waits on those who strive  
By labor to excel,  
We wish our friends and classmates all,  
To whom we bid farewell.

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## GRADUATES.

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### GENERAL COURSE.

Anna Louise Allen	Josephine Smith Louetta
Harriet Mary Baldwin	Sarah Phillips Marble
Mary Whitney Borden	Agnes Vera McKenna
Minnie Frances Boyd	Margaret Genevieve Mooney
Frances Margaret Brow	Alice May Moriarty,
Anna Brownell	Jessie Ailsa Morrison
Mabel Luella Buffinton	Margaret Ellen Geraldine Morriss
Ernest Gibbs Chace	Helena May Murphy
Mary Bella Connors	Mary Josephine Murphy
Teresa Mary Gertrude Corrigan	Margaret Agnes O'Dea
Agnes Davinia Crawford	Florence Louise Osborn
Grace Genevra Cuttle	Marion Evans Potter
Edward Holder Davol	Mary Ellen Ravenscroft
Everett Mason Ellery	Mary Ellen Regan
Mabel Renfrew Fiske	Teresa Ursula Ryan
David Herman Fuller	Sarah Bradford Sampson
Maude Clifton Gorton	Annie Eva Shay
Harriet Ella Graves	Roberta Agnes Stirling
Anna May Hall	Genevieve Ellen Sullivan
Abbie Loretta Harrington	Gertrude Mary Sullivan
Florence Sherman Hathaway	Mabel Vaughn Sykes
James Pearse Hillard	George William Turner
Irving Durfee Humphrey	Harriet Carleton Wheeler
Mary Elise Lothrop	Annabel Woodland

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Marcus Richard Brown, as of the class of 1898.

To Mary L. J. Noon, for the completion of a partial course of 4 years,  
a certificate is granted.

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### COLLEGE PREPARATORY COURSE.

Agnes Naomi Belcher	Frederick Joseph Hyde
Arnold Buffum Borden	Nellie Louise Lawton
Ida Eastman Borden	Minnie Elizabeth Locke
Helen Ireson Brayton	Jeremiah Joseph Lowney
Ethel Moison Chace	Sarah Lucas
Everett Winsor Clarke	Maybel Margareta Manning



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Sumner Cook	Edith Heywood Milne
Robert Augustus Dean	Mary Eliza Morrison
Susie Mary Dixon	Mary Alden Prentiss
Joseph Thompson Eddy	David Peter Shea
Merton Elkanah Grush	James Masterson Sullivan
Maria Leach Hargraves	Joseph Vincent Sullivan
Charles Tuell Hawes	Helena Teresa Walsh
Edna Heywood	Viola Ellis Wilbur
Alice Borden Hicks	Rena Louise Wilson

## COMMERCIAL COURSE.

William Thomas Donnelly	Frank Brown Meeson
Cornelius Washington Donovan	Edward Joseph Moriarty
Joseph David Guilfoyle	Charles Wilson Peckham
Harry Wolcott Jeff	Rudolph Walworth Reed
William Francis Kaylor	Frederick Hubbell Simmons
Annie Louise Macomber	Clarence Herbert Williston

## MANUAL TRAINING COURSE.

Arthur Warren Campbell	Joseph Dominic Hodnett
Daniel Joseph Crotty	Arthur William LeBoeuf
Gilbert Winslow Tinkham	

## SCIENTIFIC SCHOOL PREPARATORY COURSE.

Isaac Thomas Haddock	George Franklin Read, Jr.
Ralph Waldo Nickerson	Herbert Vose Wilcox

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## AWARD OF HONORS.

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### I. GENERAL

*With great credit,—*

Mary Whitney Borden  
Mabel Luella Buffinton  
Merton Elkanah Grush  
Frederick Joseph Hyde  
Annie Louise Macomber  
Mary Alden Prentiss

Mary Ellen Regan  
Teresa Ursula Ryan  
David Peter Shea  
Robertta Agnes Stirling  
Mabel Vaughn Sykes  
Helena Teresa Walsh

Rena Louise Wilson

*With credit,—*

Anna Louise Allen  
Helen Ireson Brayton  
Anna Brownell  
Arthur Warren Campbell  
Edna Heywood

Nellie Louise Lawton  
Maybel Margareta Manning  
Sadie Phillips Marble  
Sarah Bradford Sampson  
Annabel Woodland

### II. SPECIAL

#### ENGLISH.

*High honors,—*

Mary Ellen Regan

Mabel Vaughn Sykes

*Honors,—*

Mabel Luella Buffinton  
Josephine Smith Louette

Mary Alden Prentiss  
Robertta Agnes Stirling

Annabel Woodland

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*General honors are assigned as follows:—*

1. To graduate with great credit a pupil's yearly marks must be at least three-fourths A's and other marks must indicate such excellence as in the judgment of the faculty such high distinction should be granted.

2. To graduate with credit a pupil's yearly marks must be at least one-half A's and other marks must indicate such excellence as in the judgment of the faculty such high distinction should be granted.

*Special honors are assigned as follows:—*

1. High honors shall be given to pupils whose yearly marks in the particular subject are all A's.

2. Honors shall be given to pupils who have received but one B, other yearly marks being A.

3. Honors of neither grade shall be assigned in subjects requiring less than two years in the curriculum, nor to any pupils pursuing any subject less than the maximum number of years allotted to it in whatever course it may have been pursued.

## GREEK.

*High honors,—*

Everett Winsor Clarke  
Merton Elkanah Grush

Frederick Joseph Hyde  
David Peter Shea

*Honors,—*

Edward Holder Davol

Charles Tuell Hawes

## LATIN

*High honors,—*

Mary Whitney Borden  
Anna Brownell  
Merton Elkanah Grush  
Edna Heywood  
Frederick Joseph Hyde  
Nellie Louise Lawton

Maybel Margareta Manning  
Mary Ann Prentiss  
Teresa Ursula Ryan  
David Peter Shea  
Helena Teresa Walsh  
Rena Louise Wilson

*Honors,—*

Charles Tuell Hawes  
Minnie Elizabeth Locke

Sadie Phillips Marble  
Mary Ellen Ravenscroft

## GERMAN

*High honors,—*

Mary Alden Prentiss

Helena Teresa Walsh  
Rena Louise Wilson

*Honors,—*

Edna Heywood  
Nellie Louise Lawton

Maybel Margareta Manning  
Edith Heywood Milne

## FRENCH (junior and senior years)

*High honors,—*

Mabel Luella Buffinton

Mabel Vaughn Sykes

*Honors,—*

Abbie Loretta Harrington  
Florence Sherman Hathaway

Mary Ellen Regan  
Annabel Woodland

## FRENCH (second and third years)

*High honors,—*

Arthur Warren Campbell  
Everett Mason Ellery  
Anna May Hall  
Josephine Smith Louette

Margaret Agnes O'Dea  
Florence Louise Osborn  
Sarah Bradford Sampson  
Roberta Agnes Stirling

*Honors,—*

Minnie Frances Boyd	Jessie Ailsa Morrison
Agnes Davinia Crawford	Marion Evans Potter
Mabel Renfrew Fiske	Annie Eva Shay
Agnes Vera McKenna	Harriet Carlton Wheeler

## HISTORY

*High honors,—*

Annie Louise Macomber

## ANCIENT HISTORY.

*High honors,—*

Helen Ireson Brayton	Mary Alden Prentiss
Merton Elkanah Grush	David Peter Shea
Frederick Joseph Hyde	

## MATHEMATICS.

*High honors,—*

Mary Whitney Borden	Teresa Ursula Ryan
Arthur Warren Campbell	David Peter Shea
Merton Elkanah Grush	Roberta Agnes Stirling
Mary Alden Prentiss	Mabel Vaughn Sykes
Annie Louise Macomber	Helena Teresa Walsh

*Honors,—*

Arnold Buffum Borden	Margaret Ellen Geraldine Morriss
Anna Brownell	Mary Eliza Morrison
Isaac Thomas Haddock	Ralph Waldo Nickerson
Anna May Hall	Mary Ellen Ravenscroft
Frederick Joseph Hyde	Sarah Bradford Sampson
Rena Louise Wilson	

## PHYSICAL SCIENCE (physics and chemistry)

*Honors,—*

Arthur William LeBoeuf	Mabel Luella Buffinton
Annie Louise Macomber	

## BIOLOGY (botany and zoology)

*High honors,—*

Mary Whitney Borden	Sarah Bradford Sampson
Mabel Vaughn Sykes	

*Honors,—*

Anna May Hall	Sadie Phillips Marble
Abbie Loretta Harrington	Mary Ellen Regan



MECHANICS AND DRAWING

*Honors,—*

Arthur William LeBoeuf

SHORTHAND AND TYPEWRITING

*High honors,—*

Annie Louise Macomber

DAVIS PRIZE MEDALS.\*

Awarded to	-	-	-	-	-	-	{	Annie Louise Macomber
							{	David Peter Shea
							{	Mabel Vaughn Sykes

*Holders of High School Alumni Scholarships:*

Number one, David Reuben Radovsky [class of '98]; Number two, Merton Elkanah Grush; The Mary B. Young, Mary Alden Prentiss; The John S. Brayton, David Peter Shea.

\*Awarded to the pupil attaining the highest general record in scholarship, deportment, attendance, and punctuality during the senior year.

## COURSES OF STUDY

### IN THE

## B. M. C. DURFEE HIGH SCHOOL.

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Four courses of study, each of four years, are offered, namely :

1. THE GENERAL COURSE. In this course certain studies are prescribed, but the pupil may make up the remainder of the required hours from a wide range of elective studies. Pupils who do not intend to enter college, but who desire a good general education, are advised to take this course. It is also the course advised for pupils who intend to enter a state normal school or the city training school for teachers.

2. THE COLLEGE PREPARATORY COURSE. This course is designed especially for pupils fitting for college. It is necessarily, in many respects, a difficult course.

3. THE TECHNICAL COURSE. This course offers a combination of the ordinary high school studies with practical work in the use of tools and machines, together with a complete course in mechanical drawing, technical drafting, and free-hand drawing.

It is intended for boys preparing for a technical school

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such as the Lawrence Scientific School, the Massachusetts Institute of Technology, or the Worcester Polytechnic Institute. It is also intended for boys who will probably enter at once, after graduation from the High School, upon some industrial pursuit.

4. THE COMMERCIAL COURSE. This course is designed to prepare pupils for business pursuits. Besides training for the more technical demands of business life, it furnishes opportunity for general culture through the study of literature, history, science, and modern language.

## COURSES OF STUDY.

## GENERAL.

	REQUIRED STUDIES.	ELECTIVE STUDIES.
FIRST YEAR. First Semester.	English. Algebra. Grecian History and one of the following:	Latin, Physiography, Book-keeping Shop Work and Mechanical Drawing.
Second Semester.	English. Algebra. Roman History and one of the following:	Latin continued, Physiography continued, Book-keeping continued, Shop Work and Mechanical Drawing continued.
SECOND YEAR. First Semester.	English. Plane Geometry. Medieval History and one of the following:	Latin continued, French, German, Physiology, Book-keeping continued, Shop Work and Mechanical Drawing continued, Greek.
Second Semester.	English. Plane Geometry. Modern History and one of the following:	Latin continued, French continued, German continued, Physiology continued, Book-keeping continued, Shop Work and Mechanical Drawing continued, Greek continued.
JUNIOR YEAR. First Semester.	English. Physics or Botany and two of the following:	Latin continued, French continued or begun, German continued or begun, Greek continued, Civil Government, Shop Work and Mechanical Drawing continued.
Second Semester.	English. Physics or Botany and two of the following:	Latin continued, French continued, German continued, American Political History, Shop Work and Mechanical Drawing continued, Greek continued.
SENIOR YEAR. First Semester.	English. Chemistry or Zoology and two of the following:	Latin continued, French continued, German continued, Math. Reviews, Astronomy, Solid Geometry, Economics, Greek, Shop Work and Mechanical Drawing continued.
Second Semester.	English Chemistry or Zoology and two of the following:	Latin continued, French continued, German continued, Greek continued, Shop Work and Mechanical Drawing continued, Geology, Trigonometry, Psychology and Ethics, Math. Reviews continued.



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NOTES.

1. In each branch of the above course, there are four exercises a week.

2. An hour a week of Military Drill is required of all the boys, with such exceptions as are made in the rules governing pupils in this branch.

3. One exercise every other week in Singing in the Auditorium is required of all pupils.

4. Both French and German cannot be *begun* the same year. The French and German of the Senior year are for those who began them in the Junior year.

5. The above course of study, and all others, may be modified whenever in the judgment of the principal it may seem best, subject to the approval of the Superintendent of Schools and Committee on High School.

6. Pupils intending to enter a State Normal School or the City Training School for Teachers may pursue English Reviews, as an extra, in the Senior year. English Reviews include one or two exercises a week in Arithmetic, one in English Grammar, one in Geography, and one in United States History.

7. One elective and one alternative study, rather than another, must be chosen subject to possible unavoidable conflicts of the daily program. Pupils of the General Course choosing Greek, Mathematical Reviews, Book-keeping, Shop Work, and Mechanical Drawing, must take them with the pupils of the College Preparatory, Commercial, and Technical Courses, respectively.

8. The right to decline to form a division in an elective or alternative study is reserved unless there be at least twenty-five applicants in the First year class, twenty in the Second year class, fifteen in the Junior class, or ten in the Senior class. This reservation applies also to such studies in the Technical and Commercial Courses, mentioned elsewhere.

COURSES OF STUDY.

	COLLEGE PREPARATORY.	TECHNICAL COURSE.	COMMERCIAL.
FIRST YEAR.	English (4). Latin (5). Algebra (5). Grecian History (4).	English (4). Latin or Ancient History or Physiography (4). Shop Work (4). Drawing (3). Algebra (4).	English (4) Book-keeping (4). Penmanship 1st h. yr. (4) Arithmetic 2d half yr. (4) Algebra (4).
SECOND YEAR.	English (3). Latin (5). Greek or German (5). Plane Geometry (4). Roman History (2).	English (4). Plane Geometry (4). Latin or French or Med. and Mod. Hist. or German (4). Shop Work (4). Drawing (4).	English (4). Book-keeping (4). Pen. 1st half year (4). Com. Geog. 2d half yr. (4) Geom. or Ger. or French or Med. and Mod. Hist. (4)
JUNIOR YEAR.	English (3). Latin (5). Greek or German (5) French (5) Historical Reviews (2).	English (3). French or German (5). Historical Reviews (2). Civil Government and American Pol. Hist. (4). Shop Work (3). Drawing (2). Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.	English (4). Shorthand (2). Typewriting (2). Physics or German or French (4). Civil Gov. 1st half yr. (4) Am. Polit. Hist. 2d h. y. (4)
SENIOR YEAR.	English (2). Latin (7). Greek or German (5). Exper. Physics (5). Math. Reviews (5).	English (2). Solid Geometry and Trigonometry (4). Math. Reviews (5). Exper. Physics (5). Shop Work (3). Drawing (2). Pupils preparing for Scientific Schools must take the left hand group of studies; others should take the right hand group.	English or Chemistry (4). Shorthand (4). Typewriting (4). Econ. 1st h. yr. (4). Com. Law 2d h. yr. (4).

## NOTES.

1. French or German is required of candidates for admission to Harvard University.

2. Experimental Physics is required only of candidates for admission to Harvard College or the Lawrence Scientific School.

3. The same requirements in Military Drill and Vocal Music applying to pupils of the General Course, apply also to pupils of the above courses.

4. Pupils in the College Preparatory Course are allowed five years instead of four, for completing the course, if parents make such requests in writing and show cause, in which case a smaller number of studies is pursued by the pupil each year.

5. Pupils intending to pursue the Literary Course of some college for women must take French two years when required in preparation for admission. For such pupils classes in History of England and Advanced Rhetoric are also formed when necessary.

6. The time given in the Technical Course to Shop Work and Mechanical Drawing is at present less than the amount intended, on account of lack of room, equipment, and teaching force.



## TEXT BOOKS

### USED IN THE HIGH SCHOOL.

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GREEK. Goodwin's Greek Grammar; Liddell and Scott's Greek Lexicon; Woodruff's Greek Composition; Collar and Daniell's Greek Composition; White's First Greek Book; Morse's First Greek Reader; Goodwin's Anabasis and Reader; Seymour's Homer's Iliad; Perrin's Homer's Odyssey; White's Xenophon's Anabasis.

LATIN. Allen and Greenough's Latin Grammar; Harkness's Latin Grammar; White's Latin Lexicon; Collar and Daniell's Beginner's Book in Latin; Daniell's New Latin Composition; Collar's Practical Latin Composition; Harkness's Latin Composition; Allen and Greenough's Cæsar; Harkness's Sallust; Greenough's and Frieze's Virgil; Greenough's Cicero; Harper and Gallup's Cicero; Greenough's Ovid; Lindsay's Nepos; Rolfe's Viri Romæ; Jerram's Anglice Reddenda; Collar's New Gradatim; Ginn's Classical Atlas.

ENGLISH. Hill's The Foundations of Rhetoric; Carpenter's Exercises in Rhetoric and Composition; Buehler's Practical Exercises in English; Herrick and Damon's Composition and Rhetoric; Reed and Kellogg's English Grammar; Frink's New Century Speaker; Davis and Bridgman's Brief Declamations; Pancoast's English Literature; Matthews' Introduction to American Literature; Worcester's School Dictionary; annotated

editions of the English classics, selected from the list of Ginn & Co., Maynard, Merrill & Co., Heath & Co., Houghton, Mifflin & Co., Harper Bros., Allyn and Bacon, The Macmillan Company, Longmans, Green & Co., Scott, Foresman & Co., G. P. Putnam's Sons, and the American Book Company. *Supplementary*: Standard Dictionary, Century Dictionary, the International Dictionary, Meiklejohn's English Language, and Shaw's New History of English and American Literature.

HISTORY. Myers' History of Greece; Myers' Ancient History; Myers' Mediæval and Modern History; Montgomery's History of England; Allen's and Leighton's History of Rome; Sheldon's American History; Johnston's American Politics; Fiske's Civil Government; Andrews' Manual of the Constitution; Robinson's Short History of Greece; Botsford's History of Greece. *Supplementary*: Barnes' Ancient History; Barnes' Modern Peoples; Emerton's Introduction to the Middle Ages; Fyffe's Greek History; Oman's History of Greece; Pennell's History of Greece; Pennell's History of Rome; Barnes' Rome; Liddell's Rome; Merivale's Rome; How and Leigh's Rome; Creighton's Rome; Stories of the Nations (Rome); Stories of the Nations (Greece); Plutarch's Lives; Mahaffy's Greek Life; Hart's Epochs of American History (three parts); Scribner's The American History Series (four parts); Johnston's History of the United States; Longman's Epitome of English History; Montgomery's History of France; Barnes' France; Martin's Civil Government; Nordhoff's Politics for Young Americans.

POLITICAL ECONOMY. Macvane's The Working Principles of Political Economy; Bullock's Introduction to the Study of Economics.

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PSYCHOLOGY AND ETHICS. Baker's Elementary Psychology; Buell's Essentials of Psychology; Ladd's Primer of Psychology.

ALGEBRA. Atwood's Standard School Algebra; Bradbury and Emery's Algebra; Wentworth and Hill's Exercise Manual in Algebra; McCurdy's Exercise Book in Algebra; Wells' Academic Algebra.

GEOMETRY AND TRIGONOMETRY. Pettee's Plane Geometry; Wentworth and Hill's Plane and Solid Geometry; Wentworth and Hill's Examination Manual in Geometry; McDonald's Principles of Geometry; Wells' New Plane and Solid Geometry; Phillips and Fisher's Elements of Geometry; Estill's Numerical Problems in Geometry; Wentworth and Hill's Exercise Manual in Geometry; Wentworth's Plane and Spherical Trigonometry; Wells' Logarithmic Tables; Jones' Logarithmic Tables; Franklin Trigonometry.

GERMAN. Grammars: Collar's Eysenbach, Joynes-Meissner, Otto; Koehler's German Dictionary; Stern's Studien und Plaudereien; Van der Smissen's Grimm's Maerchen; Hauff's Das Kalte Herz; Bernhardt's Im Zwielficht, Novelletten-Bibliothek; Lessing's Minna von Barnhelm, Nathan der Weise; Schiller's Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke, Wallenstein, Maria Stuart; Goethe's Der Neffe als Onkel, Dichtung und Wahrheit, Hermann und Dorothea, Egmont, Iphigenie auf Tauris; Heine's Harzreise; Chamisso's Peter Schlemihl; Freytag's Aus dem Staat Friedrich's des Grossen, Die Journalisten; Riehl's Der Fluch von Schoenheit; Jessen's Die Braune Erica; Paul's Er muss tanzen; Benedix's Die Hochzeitsreise; Jungman's Er sucht einen Vetter; Gerstacker's Germelshausen;



Guerber's Maerchen und Erzaehlungen; Episoden von Hacklaender's Wachtstubenabenteurer; Vilmar's or Kluge's Geschichte der deutschen National Litteratur; Harris's Materials for Translation; Otto's Materials for Translation.

FRENCH. Chardenal's Complete Course in French; Blouet's Primer of French Composition; Mérimée's Colomba; Sandeau's Mademoiselle de la Seigliere; Lamartine's Jeanne d'Arc; Feuillet's Roman d'un Jeune Homme Pauvre; Larosse's Grammaire Francaise; Cassell's French Dictionary; Sterne and Meras' Etude Progressive de la Langue Francaise; Souvestre's Un Philosophe sous les Toits; Dumas' La Tulipe Noire; Racine's Athalie; Corneille's Le Cid, Polyeucte; Moliere's L'Avare; Souvestre's Au Coin du Feu; LaFontaine's Fables; Daudet's Le Siège de Berlin; Labiche and Martin's Le Voyage de Monsieur Perrichon; Halevy's L'Abbé Constantin; Guerber's Contes et Légendes, vols. I and II; Malot's Sans Famille; Bronson's Exercises in Everyday French.

PHYSICS. Hall and Bergen's A Laboratory Course in Physics; Avery's School Physics, Gage's Principles of Physics. *Supplementary*: Nichol's Outlines of Physics; Goodere's Principles of Mechanics; Everett's System of Units; Stewart and Gee's Elementary Physics; Jones' Examples in Physics; Wentworth and Hill's A Textbook of Physics; Professor Everett's Deschanell's Natural Philosophy.

CHEMISTRY. Remsen's Elements of Chemistry; Bartlett's Laboratory Manual. *Supplementary*: Newth's Elementary Chemistry; Freer's Elements of Chemistry; White's Elementary Chemistry; Watts' Fowne's Elemen-



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tary Chemistry ; Eliot and Storer's Elements of Chemistry ; Shepard's Chemistry.

BOTANY. Gray's Manual of Botany ; Gray's and Spalding's Botany ; Atkinson's Elementary Botany.

ZOOLOGY. Colton's Practical Zoology ; Orton's Comparative Zoology ; *Supplementary* : DeMontmahon and Beauregard's Zoology ; Buckley's Winners in Life's Race, and Life and Her Children.

PHYSIOLOGY. Martin's Human Body, briefer course ;

ASTRONOMY. Todd's New Astronomy.

GEOLOGY. Tarr's Elementary Geology.

PHYSIOGRAPHY. Davis's Physical Geography.

COMMERCIAL BRANCHES. Bolles' Elements of Commercial Law ; Williams and Rogers' Introductive Bookkeeping ; Williams and Rogers' Complete Bookkeeping ; Williams and Rogers' Business Arithmetic ; White's Complete Arithmetic.

# REPORT OF THE PRINCIPAL

## OF THE

### NORMAL TRAINING SCHOOL.

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*Mr. William C. Bates, Superintendent of Schools:*

In September of last year the Fowler School was opened as an observation and practice school, in connection with the Normal Training School. By this means, the facilities for training pupil-teachers were extended and broadened, since a greater number of rooms were available in which the young teachers might observe and teach, and grammar grade practice work was added.

Contrary to the arrangement at the Osborn School there are regular teachers in all the rooms at the Fowler. So far this year only senior pupil-teachers have been sent to this school. The length of assignment there and the grade and studies they should teach, have been decided in each case as the need of the individual teacher and the work at the Osborn School demanded. During their stay at the Fowler, the seniors have continued their normal lessons at the Osborn, reporting for them one period each day.

Very soon the junior class will be assigned to observe and work in the rooms with the regular teachers.

I am glad to report that the many unforeseen questions arising daily concerning the pupil-teacher's work at

the Fowler have been adjusted as they came up. That these adjustments have proved satisfactory in most cases is due in great measure to the suggestion and help of the principal of the Fowler School.

The wisdom of establishing this school as a practice school has been demonstrated already. Within the last five years the number of pupil-teachers training at the Osborn has more than doubled. Extended observation of the two regular teachers stationed at this school by all members of so large a class was impossible. Still this observation is highly necessary at a certain stage in their evolution as teachers. So the Fowler has been especially valuable in presenting to the young teachers a large field for observation.

Then, too, the ready help and sympathy of this corps of teachers, and their desire to excel in their work have all been inspiring to the young teachers.

This brings me to a matter I wish to discuss in this report, viz :—the relative merits of two phases of Training Schools, the one, in which there is a regular teacher in each room ; the other, in which the pupil-teachers take full charge of the rooms. The arguments for the former arrangement are these :—

First—It places upon the pupil-teacher less responsibility in regard to the progress of the children. She gives lessons on a certain subject each day, reviews and drills in this subject, but it is the teacher in charge of the room, who sees that each and every individual is working as he should. This teacher finds it impossible to trust the progress of the children to the judgment and insight of the pupil teacher.

Second—the pupil-teacher has less responsibility in

the discipline of the room. Her lessons are given in the presence of the regular teacher who is, in many cases, at leisure during these lessons, and so there is no demand for the young teacher to exercise her power to require attention and good order.

Third—the pupil-teacher has constantly before her good examples of teaching and disciplining in the work of the regular teacher.

For the latter arrangement the arguments in favor are as follows:—

First—the responsibility which devolves upon the young teacher, when she alone is accountable for the progress of the children, is a valuable lesson. To be able to measure progress, to rightly judge the cause when there is lack of it, are strong points in a teacher's training. Pertinent to this argument is the following question. Ought the pupil-teacher to gain these points while still in the Training School where she has constant help and suggestion to that end, or shall she wait to acquire this power until she has a room of her own and is with or without help and suggestion as the case may be?

Second—lessons in disciplining are well learned. While the young teacher can get a great deal of help from watching the experienced teacher it is the fact of handling boys and girls herself that gives the young teacher strength. She can never learn lessons in controlling a roomful of children through observation. It must come through the doing and that under wise supervision.

Third—from too much observation and too little practice the young teacher is apt to become an imitator, dependent upon others, and not able to take the initiative.



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As a summary of the points given we have the following :—

The former plan gives to the pupil-teacher more ideals and theory and a less responsible and trying course. At the end she is less able to think and act independently and originally.

The latter plan gives to the pupil-teacher more practice and so broader lessons in measuring the progress of the children in their studies and their behavior. At the end she is a more independent original teacher.

I must next call your attention to the fact, noted above, of the increase in the number of pupil-teachers training at the Osborn School. In September of this school year there were thirty-eight pupil-teachers enrolled. This means not only increased class room work with them as juniors, but also as they go into the rooms increased supervision and the consequent help and suggestion after school hours.

Besides this increase in numbers there has been a steady broadening of the curriculum. Courses in psychology, including child study, in methods, in geography, language and literature have been expanded. A course in the history of education, one each in academic work in physical geography and science, and one in methods in history have been introduced.

I cite these changes that you may readily see the need of more help in the teaching force of the school.

This help may be given as you have already considered, I think, by placing regular teachers in all the rooms of the school. This would, of course, give time for the principal and vice-principal to do more teaching in the normal department because of the need of less supervision in the rooms.

Instead, and in order that some rooms may still remain open, in which the pupil-teacher could have full charge, two more teachers might be added; one as normal instructor, the other as a regular third grade teacher.

For the teachers placed in the school during my absence last year, I have only words of commendation.

I cannot close this report without thanking you and the members of the school committee for your willingness to grant me a leave of absence. I trust more efficient work on my part may result.

Respectfully submitted,

ANNA W. BRALEY,

*Principal.*

# REPORT OF THE SUPERVISOR OF DRAWING.

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*Mr. William C. Bates, Superintendent of Schools:*

In accordance with requirement, I submit the following report :

It is extremely difficult, in presenting an annual report upon the same department of school work for a series of years, not to repeat the statements given in previous reports. Especially is this true when the same restricted conditions exist and material is not furnished to meet the necessities of the department. But, while I know that the subject of Art Education in the schools of Fall River cannot advance, under present conditions, as it ought, to keep pace with other cities, I would not intimate that we are not progressing at all.

Our most earnest teachers frequently express a desire for more frequent visits from the Supervisor, and also for a more thorough knowledge of the subject themselves. This desire for greater preparation on their part led quite a number, mainly from the grammar teachers, to form classes for practical study under Miss N. E. Buck, one of our local artists. I am confident that the interest thus shown will lead to a higher standard for work in the classes

under those teachers. The spirit of such teachers is commendable, but something should be done to assist the large number of teachers who, on account of small salaries and large expenses, do not feel it possible to give time and money for private instruction.

The one thing that will, as time progresses, result in giving to the city teachers thoroughly qualified to teach drawing, is to give more time to instruction in, and supervision of, drawing in our Training School. Until this year, the preparatory work has been largely confined to the work of the first five years of school; but since the Fowler School has been added to the Training School, it is necessary that the pupil-teachers shall be qualified to teach in any grade below the High School. This requirement makes it almost impossible to cover the ground during the first year of the course. The one session per week might answer, were it not for the fact that there is no instruction in free hand drawing during the entire course in the High School. Surely, a school established for the purpose of training those who are to teach cannot be too well equipped for doing this work. Many of the young ladies who have gone out from the school into schools of their own are doing excellent work; but with larger demands for thorough knowledge and greater power as teachers should come larger opportunities for carrying on their studies in the preparatory school.

Your Supervisor has regularly visited schools according to the time-table issued at the beginning of the school year. Both sessions of each school day have thus been employed. Grade meetings for teachers have been held as frequently as thought advisable and subjects discussed bearing upon the quarter's work. The work of each grade, consisting of specimens sent to the Supervisor at the end



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of the quarter, was shown and the results obtained compared with those of the corresponding period of last year, while suggestions were given that would tend to better results, or to correct any misunderstanding on the part of some teacher.

The drawing schedules for the first and second grades were revised at the beginning of this year. Observation of form through common objects and the type solids has been continued, with clay modelling as a medium for expressing solid form.

Feeling the importance of developing in the young children the power to form clear mental pictures of things, and that the delight which the children take in "making believe" or in recalling to mind "what we play" would lead to the expression of more life in the drawings, such exercises have been suggested as would appeal to the childish love of imagining things. It has been a great pleasure to watch the results and to see the life and action appearing in the pictures drawn. General teachers have noticed a marked growth of power in recalling their games and "what they do" and in making the drawings expressive.

Paper cutting of objects and for illustrations is made use of, but the time is too limited to accomplish all we would wish. The early fall was occupied with the study of color and drawing from nature.

The working schedules for grades above the second remain the same as last year with a few modifications.

I cannot but feel, that though the opportunities for broadening the work are as yet not given, we are surely, though perhaps slowly, progressing. If the department of drawing were to receive the consideration that we feel

is its due, much would be done that now is impossible. Hoping that in the near future something more may be done to advance the course of Art Education in our city,

Respectfully submitted,

LUCELIA A. KIMBALL,

*Supervisor of Drawing.*

# REPORT OF THE SUPERVISOR OF MUSIC.

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*Mr. William C. Bates, Superintendent of Schools:*

In compliance with your request, I present the following report:

Since the opening of the Brayton Avenue School, the total number of Public School buildings to be visited by the Supervisor of Music, is fifty. In these buildings, exclusive of the B. M. C. Durfee High School and the room for the Normal Training class in the Osborn School, are two hundred and sixty-six different rooms now occupied by pupils. In the two hundred and sixty-six rooms, two hundred and eighty different singing lessons are conducted (usually by the Supervisor) once in every seven weeks.

Of course, these numbers do not take any account of the loss of lessons on one-session days, Convention days, etc.

The necessity of having a greater number of lessons than the number of rooms, is due to the fact that there is more than one grade in many rooms. When there are two singing lessons in one room, an assistant usually gives

one of the lessons. In this way an attempt is made to keep the work of the ungraded schools up to the standard of the others.

Normal work with the Junior class at the Training School has been carried on as much as possible, with lessons averaging about one in seven school days. There is need of Normal lessons in music with the Senior class as well ; indeed, since the members of this class are teaching, they might possibly derive more benefit from such lessons than the juniors.

However, since certain qualifications are absolutely necessary in order for a teacher to conduct the singing in her school, it is necessary to begin lessons with the pupil-teachers when they enter the school, so that those who are not qualified, may have some time and opportunity for fitting themselves.

One lesson is given every Friday at the High School, each section receiving a lesson once in two weeks. An excellent spirit and a general interest in the music is usually manifested in these lessons, and, in my estimation, the division of the school into sections has been beneficial, although each section should have opportunity for a lesson once a week or oftener.

The work in singing (as probably all other work) was seriously hindered, during the last term of last year, by the small-pox scare and consequent vaccination. Not only were some schools closed for several weeks with entire loss of lessons, but, in almost every school, many pupils were unfitted for singing by the disturbance caused by vaccination and the sickness following it. The result has been to make the work harder in many classes the present year ; yet, the teachers have faithfully carried on the work given them, and in some respects much progress



has been noticed, particularly in the matter of accuracy of pitch, while no pains have been spared to maintain a good quality of tone.

I regret exceedingly that there is not opportunity for more frequent visits to the schools, so that there might be sufficient time for examination of the voices for part singing, and for developing the *musical*, as well as the mechanical, side of singing.

Below I give a very brief synopsis of the work in the various grades of the Primary, Intermediate and Grammar schools.

### GRADE I.

The major scale as a whole, scale names, pitch names of C scale, and the scale with vowels. Study of the "intervals" (by dictation) with syllables and loo or la. Initial study of the notation from the chart. Special drill in accuracy of pitch. Rote songs.

### GRADE II.

Review of scales and continued study of intervals. Continued study of notation by use of easy exercises and songs of one sound to the beat in nine keys, written in 2 part, 3 part and 4 part measures. Special drill in accuracy of pitch. Rote songs.

### GRADE III.

More difficult exercises and songs of one sound to the beat in nine keys. Drill in rhythm with tune names. Special drill in accuracy of pitch. Rote songs.

## GRADE IV.

Study of the position of letters on the staff. Names of nine keys. Study of the time signatures. Difficult exercises and songs, written in 2, 3, 4 and 6 part measures. Special drill in accuracy of pitch. Introduction of two part singing.

## GRADE V.

Review of letters and keys. Music introducing the divided beat (two sounds to the beat) in one and two parts. Introduction of sharp four. Special drill in accuracy of pitch.

## GRADE VI.

Review of keys and letters. Music in one and two parts introducing the dotted notes ( $1\frac{1}{2}$  beats,) four sounds to the beat, triplets, syncopation and all other rhythmic forms resulting from the division of the beat, that are found in ordinary vocal music. Study of the chromatic tones with sharps and flats. Special drill in accuracy of pitch.

## GRADE VII.

Continued study of the chromatic tones with sharps and flats. Review of difficulties in time. Introduction of three part music. Special drill in accuracy of pitch.

## GRADES VIII AND IX.

Three and four part music with study of the bass clef. Review of the chromatics. Special study of the union scales and keys. Special study of modulation. Special drill in accuracy of pitch.

In closing this report, I wish to thank the teachers for their cordial cooperation in every effort to improve the singing in the schools, and all others who have by their interest or efforts helped to carry on a good work.

Respectfully submitted,

W. J. TITCOMB,

*Supervisor of Music.*

## REPORT OF THE SUPERVISOR OF READING.

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*Mr. William C. Bates, Superintendent of Schools:*

The method of teaching reading in the lowest primary grade has not been changed this year, yet there has been an improvement in the manner of preparing and presenting the reading lesson. This growth will of course naturally occur when teachers have a keener insight into their subject and a deeper knowledge of children. The conversation lessons which precede the reading from the board are more carefully prepared, and so, under the guidance of the teacher, the children make animated and thoughtful statements. Later, when these statements are on the board, an effort is made to preserve the continuity of thought even in these very simple sentences.

Running parallel with the work above mentioned is the work in phonics. More skill has been shown throughout the primary grades in drilling on phonics, and much originality has been displayed in devices to impress the sounds so that they may be of permanent value to the children. The individual child rather than the class has been held responsible for these sounds, and in this way the children have become independent in finding out new words in their reading-books.



The story-telling in the primary grades is beginning to show more dramatic power. That is, the children while telling a story, are becoming more unconscious of self and more interested in the characters which they seek to impress on others. This is, however, more a promise of what can be done in the future than of what has really been achieved. Indeed, this is a work of slow growth but it will be invaluable when the children in the primary grades have gained it. When children have acquired the power of telling stories dramatically, it will be natural for them to enter into the feelings of the characters depicted in their reading-lessons.

The oral reproduction of the reading-lessons is general and is fast approaching good work. In one seventh grade the pupils not only reproduced the "Stories from the History of Rome" which they read in school, but they also enjoyed other books on the same history from the Public Library. In another school—the sixth grade—the pupils were untiring in their zeal in reproducing Kingsley's "Greek Heroes," and gave excellent oral and written reproductions of the stories.

Indeed the written reproductions of the "Greek Heroes" in the latter school deserve especial praise. They are beautifully written and illustrated, and show that the "Greek Heroes" were really alive to those children and spoke their thoughts to them. Pupils in other schools have also illustrated their written reproductions of the reading lessons with either the Perry Pictures or original drawings. In two of our eighth grades, "The Chambered Nautilus" and "Old Ironsides" were illustrated with artistic original drawings. In this way the life that breathes in the words of a reading lesson is brought vividly before the children.

The silent reading, beginning with the third grade and continuing through the grammar grades, is also full of promise for the future. The pupils are told to read a paragraph once, and then to stand. One pupil is asked to tell what he got from his single reading, be it little or much, then another paragraph and another is read and told in the same way, and so on. Sometimes the children are asked, not for the thoughts, but for the pictures in the paragraphs.

Reading from only these books has been tried and has proved, in most instances, very satisfactory. Two children and the teacher hold books while the rest of the class listens to what is read. The listeners raise their hands if they do not understand what is read. Pupils invariably make an extra effort to be understood when they see those "accusing hands" coming up. The listeners are held responsible for what is read and so both the reader and the listener are alert. This manner of reading compels the class to think, to follow the reader, to get thought through the ear, and it also stimulates the reader to see clearly and to express forcibly.

It may be interesting to illustrate how many of these lessons are presented from "Williams's Choice Literature." For instance, "Tom Brown's School Days" is presented in this way: Before the lesson begins, the teacher writes several of the unfamiliar or difficult words on the board, and the pupils look them up in their dictionaries, pronounce them and give the definition; then the teacher reads the sentences in which these words are found so that the children may get the words in their right setting. This takes only five minutes of the reading period, and then the reading begins. The teacher reads a page or two first, so as to interest and stimulate the pupils, and to get them

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and herself into the atmosphere of the selection. As she reads she will pause now and then, only an instant however, to ask pertinent questions and to explain. Sometimes she is startled at the answers to her questions. For instance, in the following quotation from "Tom Brown's School Days :—" "Tally ho, sir;" and they hear the ring and the rattle of the four fast trotters and the town-made drag as it dashes up to the "Peacock" is easily understood by an adult, but many children in the seventh grade think that the "Peacock" means a bird. So the teacher and the more imaginative pupils illumine the text for the slower children, and help them to understand and to enjoy a good story.

Reading from "Williams's Choice Literature" will be productive of a good thing for the boys and girls in the grammar grades. It will induce them to go to the Public Library for the complete stories after enjoying extracts in the school-room from Hughes, Cooper, Scott, Dickens, Irving and other good authors.

In conclusion I thank the teachers for the earnest spirit which they have shown in the preparation and the presentation of their reading-lessons.

Respectfully submitted,

MARGARET T. HURLEY,

*Supervisor of Reading.*



## REPORT OF THE SUPERVISOR OF SEWING.

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*Mr. William C. Bates, Superintendent of Schools:*

The progress in the sewing department seems very slow, until, at the end of the year, we look back and see the improvement as a whole,—when we are astonished at the good results.

A decided change has been made this year in the fourth grade, where canvas has been introduced for the first work; instead of giving the child cloth, needle and thread,—canvas, worsted needle and worsted have been used; as five stitches are taught on the canvas, five colors were chosen with which to work.

The canvas is a great help to the children, the line of stitches can easily be kept straight, and the squares of canvas may be counted for the stitches,—thus they learn direction and proportion; also harmony in color, for we allow them to choose the colors, and to use them as they like; when the piece of work is finished it has two rows each of even basting, uneven basting, running, and stitching, and the ragged edge has been overcast. After this practice work, when the children are given the unbleached cloth and the common needle and thread, it is not such a



task to sew a straight seam ; indeed many children make very regular stitches, and good lines, on the first piece of cloth.

This method was tried as an experiment this year, but it has proved so successful, I advise its being continued.

The course of work for the fifth grade remains the same as years previous.

In the sixth grade last year a slight change was made ; for the very last piece of work, each girl made a small bag 4x5 inches when finished ; at first only those girls who had finished all back work were allowed to make the bag, but before the close of the schools, nearly all who were in regular attendance made a small bag,—and several brought material from home with which to make a bag for home use.

The seventh grade girls were industrious and most of them finished the grade work in June ; but our work this year has not been advanced to the eighth grade, as we hoped it would be, and this has been a great disappointment to the girls who were promoted to the eighth grade ; these girls were very much interested in their work, and were getting on so well, we had hopes of advancing rapidly to more finished work.

We have been stopped at a most interesting point in our course.

The seventh grade girls of 1900 have sewed nearly four years, and are at present writing in advance of the last year's class. It has been my wish to have them make some article of use before their education in this line stops. In one school this has been made possible by the principal, who is especially interested in the sewing.

The material for this work has been provided by

parties interested in the scheme, and we now have forty comfort bags ready to be filled and sent to the Philippines.

If by any means material for this purpose could be provided, I should be very glad to introduce this work for the last quarter of the seventh grade.

It seems to me that right here our sewing is linked with history and geography ; an interest is aroused in our new possessions by making and sending something of our own to the far away soldiers.

At the request of the Director of the Domestic Art Department, Pratt Institute, a complete set of samples, explaining the work in the Fall River Public Schools, has been placed in the Normal Students' room of that institution. These samples were made by the girls in our schools, and they were all justly proud of the fact that their work was worth exhibiting.

I find in visiting other cities that our work compares favorably with other work when we take into account the fact that we have just half the time for sewing that girls in other cities have. In cities like Boston, Lowell, Springfield, New Haven, Brooklyn, New York, Philadelphia, Washington, and many others, one hour a week at least, is given to sewing and in some cases more.

I am hoping that with the introduction of manual training for boys—manual training for girls, will receive greater consideration.

Respectfully submitted,

ANNIE L. HOYT,

*Director of Sewing.*

THE FOLLOWING TABLE

Gives the Number of Pupils in each School Building and the Average Attendance of the same for the year ending November 17, 1899.

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging,</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
B. M. C. Durfee	Charles C. Ramsay George F. Pope Iram N. Smith Everett B. Durfee James Wallis William J. Woods Willard H. Poole John R. Ferguson Charles E. Reed Louis P. Slade William M. Cole Edward S. Hawes Charles T. Wentworth Julia A. Read Harriet E. Henry Mary C. Henry Mary A. Trafton Hannah R. Davis Florence I. Davis Emily E. Winward Gertrude M. Baker Harriet A. M. Smith Ida Griffiths	10-13	665	650	630	97

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Borden	George W. Bronson	4-9	609	510	458	90
	Charlotte Boone					
	Eilleen E. MacDonald					
	Jessie L. Foster					
	Mary J. Bean					
	Lydia E. Palmer					
	Ella Le Beau					
	Jennie A. Weathern					
	Amelia Butterworth					
	Flora Pearson					
	Catherine Kerrigan					
	Honora Forrest					
	Fanny M. Gardner					
Brayton Avenue	John A. Kerns	1-9	57	286	267	93
	Mary F. Garity					
	Joanna E. Sullivan					
	Emma F. Dunn					
	Lottie V. Grush					
	Ada M. Meeson					
	Margaret Flanagan					
	Caroline W. Slade					
Davenport	Charles J. McCreery	1-9	1045	791	730	92
	Elizabeth Bowers					
	Jennie A. Ricker					
	Ella C. Dodge					
	Annie F. Grinnell					
	Julia A. McMahon					
	Melissa J. Macomber					
	Anna M. Clarke					
	J. Etta Robinson					
	Elizabeth G. McDermott					
	Elizabeth S. Frank					
	Dora E. Thomas					
	Mary A. Rainford					



TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Davenport	Lizzie A. Kelly Ada R. Hambly Sarah J. Cunneen Elena J. Frank Mary E. V. Corcoran Kate L. McDonough Harriet R. Lawton Mary E. Young Sarah M. Henry					
Davis	Edwin S. Thayer Emily C. Lewin Annie Ashton Alice D. Almy Susan A. Crapo Lucy S. Macomber Adelaide S. Warfield Celia M. Warfield Lydia M. Smith Sara M. Goodrum Clara B. Macomber Annie E. Moore Elizabeth G. O'Neil Ethel R. Phillips Hattie B. Silvia	1-9	718	593	546	93
Foster Hooper	George W. Locke Mary L. Locke Caroline G. Vander Burgh Sarah A. Tuell Sarah A. Burgoyne Harriet T. Marvell	7-9	203	169	166	98
George B. Stone	Norman S. Easton Mary F. Moore Susan M. Wolfendale	1-9	514	397	347	87

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
George B. Stone	Helena F. Carroll Bathie Birks Macie E. Grinnell Annie C. Coombs Jennie A. Durfee Grace L. Redfern Mary E. Daily Bertha Harris Emma C. Quinn					
Lincoln	George H. Sweet Frances W. Moore Mary L. Ryder Mary E. Thompson Maria L. Buffinton Emma F. Barker Annie L. C. Robertson Lizzie H. Simmons A. Annette Williams	1-9	388	324	297	92
N. B. Borden	Horace A. Benson Annie A. Lyman Martha D. Peters Harriet E. Martin Mary E. G. Leat Eliza J. Robertson Sallie A. Field Emeline B. Orswell Margaret A. Robertson Anna M. Boyce Lucy H. Robertson Catherine R. Desmond Leonora Cuttle M. Ella Berry Anna Pearson Annie Sullivan	1-9	653	571	528	93

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Fowler	Candace Cook	1-9	375	320	296	90
	Annie Bush					
	Elizabeth Higney					
	Mary Connell					
	Laura Gifford					
	Joanna Sheedy					
	Mary K. Bullock					
	Delia I. Hassett					
	Eliza Bean					
Robeson	Elizabeth M. Johnston	1-7	751	554	484	87
	Annie M. Borden					
	Mary M. Draper					
	Fannie C. Lynch					
	Helen B. Stirling					
	Sarah E. Smith					
	Rose B. McHugh					
	Harriet G. Winslow					
	Mary A. Carpenter					
	Ellen L. McCann					
	Frances J. McDermott					
	Alice M. Fash					
	Louise S. Macomber					
	Sadie Kerrigan					
Slade	Margaret J. Bury	1-9	735	503	444	88
	Lucy M. White					
	M. Alice Grady					
	Evelyn E. Albro					
	Clara E. Atwood					
	Laura Hennessey					
	Annie F. Leary					
	Bertha C. May					
	Cora F. Hacking					
	Mary V. Lowney					
	Isabel J. McElvie					
	Ella M. Brady					
	Ella L. Wilbur					

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Steep Brook	William B. Bliss, Jr. Mabel E. Harris Carrie E. Butterworth Susan E. Bliffins	1-9	119	106	89	84
Westall	Minnie S. Woodcock Elizabeth L. Bush Genevieve H. Bliss Sara H. French Jessie A. Stewart Mary N. Tripp Jessie W. Golden	1-6	299	237	216	91
Anawan	Emma J. Enwright Susan A. Perkins M. Etta Frank	1-4	206	103	94	91
Border City	Sarah M. Hambly Julia S. Lothrop Ruth E. Brown Ellen T. Foley Rosa M. Dowd Rose Murphy	1-4	351	234	195	83
Bowen Street	Amy A. Chace Nellie M. Cullen	1-4	121	84	72	83
Brown	Frances O. Grinnell Helen G. Smith Catherine A. Burke Sarah J. Borden Ada B. Skelton Cassie L. Gold	1-5	368	246	211	86
Brownell St.	Susan P. Collins Ellen B. Hudson M. Helena Brady	1-3	277	199	176	88



TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
	Elizabeth C. Finneran Isabel Ashley Harriet M. Walsh					
Broadway	Blanche N. Wilbur Abbie B. Gray Caroline M. Church Sarah J. Todsøn Annie F. Reynolds Susan W. Slade Elsie F. Stuart	1-2	279	230	197	86
Buffinton Street	Nancy Kershaw C. Lillie Canfield Kate A. Callahan Minnie L. Doe Bertha M. Damon	1-3	265	188	167	88
Cambridge Street	Helen M. Borden Julia V. Brennan Katharine B. Slocum Jennie E. Freeborn	1-4	243	179	164	92
Canal Street	Mary E. C. Roche Margaret J. A. Sullivan	1-2	156	78	67	86
Chace	Luella J. Manchester Emma Leo Genevieve Paquin Phebe A. Holbrook	1-3	334	226	179	79
Columbia Street	Mary A. Tower Mary A. Keyes Rosella E. Moran Lillian M. Darling Lottie F. Mitchell	1-3	326	216	188	87

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging,</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Coughlin	Isabel J. Fraser	1-5	443	339	297	88
	Cora L. Lynch					
	Delia M. Manchester					
	Catherine S. Macomber					
	Ina M. Davis					
	Margaret E. Taylor					
	Annie L. Gray					
	Cora A. Creighton					
	Flora E. Mosher					
Covel Street	Julia A. Lynch	1-3	264	182	172	95
	Helen C. Furlong					
	Annie L. Kelley					
	Katharine M. Walsh					
Danforth Street	Isabel L. Connell	1-5	250	184	163	89
	Barbara G. Thompson					
	Lenora A. Read					
	Adeline Hammond					
	Mary E. Sheehan (sub.)					
Daval	Katharine M. E. Hurley	1-5	442	356	325	91
	Bessie J. Holmes					
	Helen L. Murphy					
	Minnie F. Cunneen					
	Margaret E. Maher					
	Ella L. Dodge					
	Ada M. Collins					
	Cora D. Thyng					
	Carrie B. Dinehart					
Eastern Avenue	Annie M. Strout	1-4	326	200	182	92
	Minnie F. McMahon					
	Mary M. Babcock					
	Annie Wyatt					

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Ferry Lane	Ella F. Keyes Josephine E. Hood Annie E. Creighton Edna G. Palmer Marcella D. Stirling Julia A. McGrath (sub.)	1-4	267	199	172	86
Fulton Street	Carrie M. Brightman Beulah V. Collins Edna S. Negus Mary E. Gray	1-3	239	169	153	91
Hicks Street	Mary A. McCreery Annie M. Thompson Mary E. Butler Annie C. Kay Lizzie T. Gray Mabel L. Stuart	1-5	310	223	199	89
James M. Aldrich	Delia A. Corbett Abbie F. Meeson Lillian W. Smith Addie E. Coggeshall M. Genevra Carr Edna Dubois Lucie A. White Elizabeth A. Regan Alice G. Smith Ada B. Thackeray	1-5	578	343	307	90
June Street	Margaret J. Thompson Alice L. Nichols Harriet R. Cook	1-4	97	78	73	93
Laurel Lake	Julia A. Harrington Margaret J. Shields Sarah A. Murray Eliza V. Bates	1-5	239	167	130	83

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Lindsey Street	Louise Remington Cora B. Terry Susan Thackeray Sarah E. Borden	1-3	305	201	191	95
Linden Street	Ellen L. Carter Ida G. Howard Mary W. Hart Sadie C. Jones Fannie G. Conroy	1-3	205	156	146	94
Lower New Boston	Mabel E. Nowell Mary E. Tobey	1-9	81	55	46	84
Mount Hope Ave.	Margaret E. Brennan Ethel I. Lake Mary E. Ryder	1-4	172	114	98	96
Pine Street	Estelle Essex Vinnie Malcom Mabel Remington Annie Munroe Kate C. Kelly Maud G. McKenna	1-4	347	237	25	94
Pleasant Street	Elizabeth S. Deane Margaret J. Regan Elizabeth Gardner Anna Gunning Gertrude A. McElvie	1-3	366	220	185	84
Seabury Street	Catherine C. Leary Elizabeth McClintock Mary E. Kershaw Mary A. Hathaway Margaret V. Mahoney Mary E. Leonard Jennie H. Brown Mary F. Hurley	1-4	518	350	308	88



TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
Tucker Street	Cora C. Sherman Bertha B. Smith Harriet A. Bowen Eliza E. Keeher	1-5	229	158	133	84
William Connell	Ethel R. Wrightington Katharine F. McCann Susan A. Jordan Ida M. Chisholm Nellie G. Bronson Katharine M. Moran Annie M. Smith Anna V. Dillon Isadore M. F. Hathaway	1-5	492	357	339	90
Indian Town	Annetta E. Pettey	1-9	34	21	18	85
North Fall River	Fannie M. Clarke	1-9	32	22	20	87
Upper New Boston	Albert R. T. Davis	1-9	28	24	21	87
Training School (Osborn Street)	Anna W. Braley Ruth Negus Annie H. Chadwick Grace C. Moore Mary Alcock Bessie G. Bean Gertrude F. Borden Ludencia R. Borden Grace V. Boynton Sarah E. Bruckshaw Lillian Butler Clara B. Dunn Jennie L. Frost Helen Marguerite Leary Katharine D. McCann Mabelle E. Ramsay Mary Regan	1-5	399	303	268	88

TABLE—*Continued.*

<i>School.</i>	<i>Teachers' Names.</i>	<i>Grade.</i>	<i>Whole No. of Pupils Enrolled.</i>	<i>Average No. Belonging.</i>	<i>Average Attendance.</i>	<i>Per centage of Attendance.</i>
	Mary Gertrude Sheedy Katharine C. V. Sullivan Rose L. Vallee					
Anawan Kindergarten	Caroline L. Gee Maude E. Buffinton		99	45	32	71
Border City Kindergarten	Eliza S. Stevens <sup>1</sup> Sarah A. Thackeray		180	46	35	76
Mason Street Kindergarten	Mabel A. Robertson Elizabeth S. Remington		99	40	36	90

## TABLE

Giving Names, Dates of Election, and Residences of Teachers,  
January, 1900.

### B. M. C. DÜRFEE HIGH SCHOOL.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>		<i>Residences.</i>
Baker Gertrude M.	August	1896	457 June
Cole William M.	August	1898	1145 Robeson
Davis Florence I.	September	1879	512 Pine
Davis Hannah R.	November	1870	739 Rock
Durfée Everett B.	September	1885	389 Stafford road
Ferguson John R.	September	1895	784 Maple
Griffiths Ida	August	1898	275 High
Hawes Edward S.	August	1899	177 Winter
Henry Harriet E.	May	1872	328 French
Henry Mary C.	June	1889	764 Rock
Poole Willard H.	September	1895	371 Prospect
Pope George F.	September	1877	175 Rock
Ramsay Charles C.	July	1892	355 North Main
Read Julia A.	November	1863	32 Lincoln ave.
Reed Charles E.	September	1896	289 Belmont
Slade Louis P.	June	1898	620 No. Main
Smith Harriet A. M.	September	1884	270 Bank
Smith Iram N.	November	1879	29 Winter
Trafton Mary A.	September	1888	40 June
Wallis James	September	1891	285 Locust
Wentworth Charles T.	August	1899	543 Middle
Winward Emily E.	September	1875	15 Winward ave.
Woods William J.	September	1891	243 Highland ave

### GRAMMAR SCHOOLS.

Albro Evelyn E.	September	1873	934 Middle
Almy Alice D.	October	1874	123 June
Ashton Annie	September	1872	34 Ashton ave.

TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residencee.</i>
Atwood Clara E.	September 1893	438 South Main
Bean Mary J.	September 1892	579 Durfee
Benson Horace A.	February 1874	194 Second
Berry M. Ella	September 1883	137 Cherry
Birks Bathie	February 1897	1123 Plymouth ave.
Bliss William B. Jr.	September 1897	So. Swansea
Boone Charlotte K.	September 1896	466 North Main
Borden Annie M.	February 1880	202 Third
Bowers Lizzie	February 1889	344 Bank
Bronson George W.	September 1864	447 Prospect
Buffinton Maria L.	April 1888	32 Underwood
Burgoyne Sarah A.	September 1898	382 Hanover
Bury Margaret J.	September 1871	57 Ridge
Bush Annie C.	September 1885	344 Highland ave.
Bush Elizabeth L.	September 1897	344 Highland ave.
Carroll Helena F.	February 1896	1188 Globe
Connell Mary S.	April 1890	290 Beacon
Cook Candace	May 1874	244 Locust
Crapo Susan A.	February 1872	94 Cherry
Dodge Ella C.	April 1885	252 Beacon
Easton Norman S.	October 1895	458 High
Fash Alice M.	September 1894	549 Osborn
Field Sallie A.	June 1889	140 Rock
Foster Jessie L.	September 1888	326 Bank
Garity Mary F.	September 1898	656 Pine
Grady M. Alice	October 1894	136 Franklin
Grinnell Annie F.	September 1892	Tiverton, R. I.
Harris Mabel E.	June 1899	807 Plymouth ave.
Hennessey Laura	October 1898	18 Cottage
Higney Elizabeth T.	June 1891	290 Cory
Johnston Elizabeth M.	September 1881	243 French
Kerns John A.	October 1899	93 North Main
Leat Mary E. G.	April 1890	683 Second
LeBeau Ella	September 1892	713 Walnut
Lewin Emily C.	September 1883	94 Cherry
Locke George W.	November 1857	2123 Highland ave.
Locke Mary L.	September 1883	2123 Highland ave.
Lyman Annie A.	September 1896	154 Hanover
McCreery Charles J.	October 1887	20 Freedom
McMahon Julia A.	September 1890	792 Locust



TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Macomber Lucy S.	September 1878	North Westport
Macomber Melissa J.	March 1880	25 Rodman
Martin Harriet E.	September 1870	219 New Boston rd.
Marvell Harriet T.	September 1897	243 Highland ave
Moore Frances W.	September 1893	35 Bigelow
Moore Mary F.	February 1896	147 Elm
Nowell Mabel E.	April 1897	60 Davis ave.
O'Neil Elizabeth G.	September 1899	358 Fountain
Orswell Emeline B.	September 1866	Tiverton, R. I.
Palmer Harriet A.	October 1888	31 Highland pl.
Palmer Lydia E.	September 1890	31 Highland pl.
Peters Martha D.	September 1897	682 Second
Ricker Jennie A.	September 1881	219 New Boston road
Robertson Eliza J.	September 1868	83 Cottage
Robinson, J. Etta	September 1882	35 Winter
Ryder Mary L.	April 1877	134 Pine
Slade Caroline W.	September 1894	So. Somerset
Sullivan Joanna E.	September 1898	309 Linden
Sweet, George H.	September 1898	591 Middle
Thayer Edwin S.	September 1878	206 Winter
Thompson Mary E.	March 1886	431 Prospect
Tuell Sarah A.	November 1874	229 Winter
Van der Burgh Carolyn G.	September 1894	320 Rock
Warfield Adelaide S.	September 1873	595 Pine
Weathern Jennie A.	September 1895	62 Barnaby
White, Lucy M.	September 1897	328 Sprague
Wolfendale, Susan M.	October 1881	1147 Stafford road
Woodcock Minnie S.	September 1875	93 Almy
Barker Emma F.	September 1871	138 Rock
Bliss Genevieve H.	March 1880	So. Swansea
Boyce Anna M.	March 1894	77 Conant
Brennan Julia V.	September 1889	288 Second
Brennan Margaret E.	September 1876	288 Second
Butterworth Amelia F.	September 1873	3325 North Main
Butterworth Carrie E.	November 1888	3325 North Main
Chace Amy A.	April 1893	522 North Main
Chisholm Ida M.	February 1896	24 Forest
Clark Anna M.	September 1882	348 Second
Connell, Isabel L.	September 1884	290 Beacon
Corbett Delia A.	September 1883	3 Hambly

TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>		<i>Residences.</i>
Crawford Mary E.	February	1897	984 High
Cunneen Minnie F.	February	1892.	32 Freedom
Draper Mary M.	September	1896	644 Prospect
Dunn Emma F.	September	1895	258 Brayton ave.
Enwright Emma J.	September	1885	123 Ridge
Essex Estelle W.	February	1884	16 Old Colony ave
Forrest Honora G.	April	1897	280 Ridge
Frank Elizabeth S.	February	1891	928 Middle
Fraser Isabel J.	September	1879	798 Second
French Sara H.	September	1898	424 Prospect
Furlong Helen C.	September	1891	74 Forest
Gardner Fanny M.	September	1897	So. Swansea
Gifford Laura B.	September	1898	406 June
Grinnell Frances O.	May	1871	378 South Main
Grinnell Macie E.	April	1891	81 Stafford road
Hambly Sarah M.	January	1870	4380 North Main
Harrington Julia A.	September	1891	34 Park
Harris Bertha	September	1899	919 Middle
Hathaway Isadore M. F.	September	1893	49 Stafford road
Hurley Katharine M. E.	September	1878	47 Prospect
Jordan Susan A.	January	1895	603 Middle
Kay Bertha E.	September	1891	47 Kay
Kerrigan Catharine E.	September	1894	1849 North Main
Keyes Ella F.	November	1874	403 South Main
Lawton Hattie R.	September	1898	304 Grove
Leary Annie F.	September	1893	134 Freedom
Leary Catherine C.	September	1882	31 South
Lynch Fannie C.	February	1895	So. Swansea
Macomber Catharine S.	February	1894	777 New Boston road
Manchester Delia M.	September	1894	189 Franklin
McCann Kate F.	December	1888	21 Forest
McClintock Elizabeth	November	1878	188 Hanover
McDermott Elizabeth G.	October	1891	943 South Main
McCreery Mary A.	September	1881	1675 Bay
McHugh Rose B.	September	1884	57 Whipple
Meeson Abbie F.	February	1894	366 Bank
Murphy Helen L.	September	1897	37 Forest
Pearson Flora A.	September	1894	62 Barnaby
Robertson Annie L. C.	September	1879	176 Winter
Robertson, Margaret A.	September	1894	108 Cottage

TABLE—Continued.

<i>Teachers' Names.</i>	<i>Dates of Election.</i>		<i>Residences.</i>
Sheehan Mary E.	September	1899	285 Washington
Sherman Cora C.	April	1889	34 Barnaby
Sheedy Joanna E.	September	1898	1336 North Main
Silvia Hattie B.	September	1899	94 Underwood
Smith Helen G.	September	1897	537 Walnut
Smith Lillian W.	June	1894	103 Oak
Smith Lydia M.	September	1895	285 Whipple
Stirling Helen B.	September	1897	71 Oliver
Stirling Mercella D.	September	1899	71 Oliver
Strout Annie M.	October	1873	2345 Highland ave.
Thomas Dora E.	September	1874	246 Ridge
Thompson Annie M.	February	1891	110 Stafford road
Thompson Margaret J.	September	1881	431 Prospect
Tobey Mary E.	April	1898	28 Barnaby
Warfield Celia M.	September	1874	595 Pine
Wrightington Ethel L.	September	1884	65 Franklin

## PRIMARY SCHOOLS.

Ashley Isabel	September	1899	3159 North Main
Babcock Mary M.	April	1893	506 Prospect
Bates Eliza V.	September	1897	444 Centre
Bean Eliza D.	September	1895	579 Durfee
Bliffins Susan E.	September	1890	3024 North Main
Borden Sarah E.	November	1898	724 Maple
Borden Sarah J.	May	1866	590 Durfee
Bowen Hattie A.	June	1893	Barrington, R. I.
Boyd Sarah A.	November	1899	62 Rock
Brady Ella M.	June	1899	813 Broadway
Brady M. Helena	March	1877	15 Almy
Brightman Carrie M.	February	1879	1538 North Main
Bronson Nellie G.	September	1882	447 Prospect
Brown Jennie H.	September	1881	614 Maple
Brown Ruth E.	April	1892	3159 North Main
Bullock Mary K.	February	1893	1144 South Main
Burke Katharine A.	June	1897	94 Haffard
Butler Mary E.	September	1889	11 Forest
Callahan Kate A.	June	1889	1021 Rodman
Canfield C. Lillie	May	1872	345 Warren
Carpenter Mary A.	December	1880	182 Whipple



TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
Carr M. Genevra	September 1888	431 South Main
Carroll Annie L.	September 1889	214 Third
Carter Ellen L.	December 1880	512 Cherry
Church Caroline M.	September 1897	606 Prospect
Coggeshall Addie E.	February 1894	37 Stafford road
Collins Ada M.	June 1893	24 School
Collins Beulah V.	September 1882	186 Maple
Collins Susan P.	September 1884	164 Elm
Conroy Fannie G.	September 1890	491 Prospect
Cook Harriet R.	October 1899	506 North Main
Coombs Annie C.	September 1884	75 Grinnell
Corcoran Mary E. V.	February 1892	238 North Main
Creighton Annie E.	February 1891	1030 High
Creighton Cora A.	February 1895	1030 High
Cullen Nellie M.	September 1894	145 Cottage
Cunneen Sarah J.	September 1879	32 Freedom
Cuttle Leonora	September 1897	531 South Main
Dailey Harriet E.	October 1892	635 Maple
Dailey Mary E.	September 1899	102 Pine
Damon Bertha M.	September 1899	46 Richmond
Darling Lillian M.	June 1891	590 Prospect
Davis Ina M.	September 1893	295 Bank
Deane Elizabeth S.	May 1866	819 North Main
Desmond Catherine R.	September 1880	586 Second
Dillon Anna V.	September 1892	131 Foster
Dinehart Carrie B.	September 1897	188 Maple
Dodge Ella L.	April 1892	359 Prospect
Doe Minnie L.	September 1881	216 Ridge
Dowd Rosa M.	September 1894	948 North Main
Dubois Edna	April 1895	390 Sprague
Durfee Jennie A.	February 1896	575 Maple
Finneran Elizabeth C.	February 1891	48 North Eighth
Flanagan Margaret A.	October 1899	279 New Boston road
Foley Ellen T.	September 1895	287 Cory
Frank Elena J.	September 1889	928 Middle
Frank Margueritha E.	September 1884	928 Middle
Freeborn Jennie E.	September 1882	28 Prospect pl.
Gardner Elizabeth	May 1893	Warren, R. I.
Gold Cassie L.	September 1893	127 High
Golden Jessie W.	February 1897	279 Grove



TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>		<i>Residences.</i>
Goodrum Sara M.	September	1878	473 Walnut
Gray Abbie B.	September	1871	554 Durfee
Gray Annie L.	February	1894	554 Durfee
Gray Lizzie T.	September	1895	Tiverton, R. I.
Gray Mary E.	June	1886	554 Durfee
Grush Lottie V.	September	1898	506 Prospect
Gunning Anna	February	1897	48 Rocliffe
Hacking Cora F.	September	1891	60 Freedom
Hambly Ada R.	September	1884	15 Hambly
Hammond Adeline	December	1883	252 Highland ave.
Hart Mary W.	September	1896	193 Winter
Hassett Delia I.	February	1892	529 Middle
Hathaway Mary A.	May	1870	312 Columbia
Henry Sarah M.	September	1899	755 Second
Hinds Annie M.	February	1895	255 Whipple
Hodgate Minnie L.	September	1899	941 Middle
Holbrook Phebe A.	September	1878	708 North Main
Hood Josephine E.	September	1883	485 North Main
Howard Ida G.	September	1883	503 Linden
Hudson Ellen B.	September	1883	93 Barnaby
Hurley Mary F.	September	1896	304 Grove
Jones Sadie C.	December	1896	Warren, R. I.
Kay Annie C.	April	1886	47 Kay
Keeher Eliza E.	February	1897	44 Mount Pleasant
Kelley Annie L.	February	1894	709 Second
Kelly Kate C.	January	1889	168 Linden
Kelly Lizzie A.	November	1887	92 Park
Kerrigan Sadie L.	September	1899	1849 North Main
Kershaw Nancy	October	1874	38 Rocliffe
Keyes Mary A.	September	1890	580 Bradford ave.
Lake Ethel I.	September	1896	501 Pine
Leo Emma	September	1897	1212 North Main
Leonard, Mary E.	September	1896	30 Thompson
Lothrop Julia S.	September	1885	3320 North Main
Lowney, Mary V.	September	1896	1453 South Main
Lynch Cora L.	September	1895	192 Forest
Lynch Julia A.	September	1884	309 Linden
McCann Ellen L.	September	1891	404 Bradford ave.
McDermott Frances J.	September	1894	943 South Main
McDonough Kate L.	April	1898	Warren, R. I.

TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
McElvie Gertrude A.	September 1899	303 Ridge
McElvie Isabel J.	February 1893	303 Ridge
McGrath Julia A.	September 1897	30 Thompson
McKenna Madeline G.	September 1897	366 Robeson
McMahon Minnie F.	September 1893	143 Fountain
Macomber Clara B.	September 1884	North Westport
Macomber Louise S.	March 1893	So. Swansea
Maher Margaret E.	September 1892	73 Quequechan
Mahoney Margaret V.	February 1897	34 Malvey ave.
Malcom Lavinia B.	September 1880	133 Linden
Manchester Luella J.	October 1887	934 Middle
Meeson Ada M.	September 1898	366 Bank
Mitchell Lottie F.	September 1899	384 Mulberry
Moore Annie E.	February 1891	147 Elm
Moran Kate M.	October 1889	63 Cottage
Moran Rosella G.	February 1897	164 Mulberry
Mosher Flora E.	September 1893	770 Locust
Munroe Annie B. W.	September 1889	289 Pine
Murphy Rose L.	September 1899	805 Second
Murray Sarah A.	September 1894	591 Fourth
Negus Edna S.	April 1891	186 Maple
Nichols Alice L.	June 1883	112 New Boston road
O'Loughlin Elizabeth	February 1900	322 Brownell
Palmer Edna G.	September 1896	178 Elm
Paquin Genevieve	June 1894	45 Garfield
Pearson Anna	September 1899	1254 Bay
Perkins Susan A.	September 1896	1574 North Main
Quinn Emma C.	December 1898	566 Bedford
Rainford Mary A.	September 1883	541 Broadway
Read Lenora A.	September 1881	14 Danforth
Redfern Grace L.	September 1896	164 Elm
Regan Elizabeth A.	February 1896	27 Weybosset
Regan Margaret J.	February 1896	27 Weybosset
Remington Louise	September 1889	537 Maple
Remington Mabel H.	March 1886	537 Maple
Reynolds Annie T.	September 1898	46 Manton
Robertson Lucy H.	September 1869	83 Cottage
Roche Mary E. C.	September 1891	1073 Plymouth ave.
Ryder Mary E.	February 1898	521 Division
Shields Margaret J.	September 1898	169 Brownell

TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>		<i>Residences.</i>
Silvia Catharine A.	November	1897	539 Division
Simmons Lizzie H.	October	1875	89 Hanover
Skelton Ada B.	June	1897	314 Cherry
Slade Susan W.	May	1899	292 North Main
Slocum Katharine B.	September	1897	55 Franklin
Smith Alice G.	September	1893	264 Barnaby
Smith Annie M.	May	1890	285 Whipple
Smith Bertha B.	May	1894	Bristol, R. I.
Smith Sarah E.	October	1882	50 Bradford ave.
Stewart Jessie A.	September	1899	45 Highland pl.
Stuart Elsie F.	September	1899	45 Ridge
Stuart Mabel L.	September	1896	45 Ridge
Sullivan Annie G.	September	1899	391 Whipple
Sullivan Margaret J.	September	1893	668 Third
Taylor Margaret	February	1893	624 Eastern ave.
Terry Cora B.	February	1895	1095 North Main
Thackeray Ada B.	October	1899	18 George
Thackeray Susan	September	1892	1331 Davol
Thompson Barbara G.	February	1879	431 Prospect
Thyng Cora D.	April	1897	North Westport
Todsen Sarah J.	April	1892	62 Ninth
Tower Mary A.	April	1869	92 Winter
Tripp Mary N.	September	1887	303 High
Walsh Harriet M.	September	1899	198 Bank
Walsh Katharine M.	September	1897	84 Quequechan
White Lucie	September	1893	East Freetown
Wilbur Blanche N.	June	1888	515 South Main
Wilbur Ella N.	September	1893	515 South Main
Williams A. Annette	September	1892	284 Bank
Winslow Harriet G.	November	1872	24 South
Wood Alice G.	October	1898	386 Durfee
Wyatt Annie	April	1898	214 Third
Young Mary E.	April	1899	127 Ward

## TRAINING SCHOOL (Osborn Street.)

Braley Anna W.	September	1896	344 Rock
Chadwick Annie H.	September	1893	324 Fountain
Moore Grace C.	February	1893	35 Bigelow
Negus Ruth	September	1882	186 Maple

TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
SENIORS.		
Alcock Mary		588 June
Bean Bessie G.		579 Durfee
Borden Gertrude F.		983 North Main
Borden Ludencia R.		308 Linden
Boynton Grace V.		75 Hathaway
Bruckshaw Sarah E.		66 Summerfield
Butler Lillian		11 Forest
Dunn Clara B.		386 Durfee
Frost Jennie L.		843 Broadway
Leary Helen M.		82 Foster
McCann Katherine D.		404 Bradford ave
Murphy Margaret H.		453 Bank
Ramsay Mabelle E.		236 Grove
Regan Mary		27 Weybosset
Sheedy Mary G.		1336 North Main
Sullivan Katharine C. V.		48 Almy
Vallee Rose L.		669 Locust

## JUNIORS.

Borden Mary W.	764 Davol
Brownell Anna	1001 North Main
Dunn Mary M.	815 Walnut
Fiske Mabelle R.	136 Franklin
Harrington Abbie L.	52 Covell
Manning Mabel M.	603 Middle
Morriss Margaret E. G.	565 Broadway
Morrison Jessie A.	1453 Pleasant
Ravenscroft Mary E.	136 Covell
Ryan Annie A.	800 Cherry
Ryan Teresa U.	696 Locust
Sampson Sarah B.	101 Winter
Shay Anna E.	49 Hillside
Stirling Roberta A.	71 Oliver
Sykes Mabel V.	75 Foote
Woodland Annabel	197 Ridge



TABLE—*Continued.*

<i>Teachers' Names.</i>	<i>Dates of Election.</i>	<i>Residences.</i>
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## UNGRADED SCHOOLS.

Clarke Fannie M.	November 1897	4695 North Main
Davis Albert R. T.	September 1899	295 Bank
Petty Annetta E.	January 1892	Blossom road

## KINDERGARTENS.

Buffinton Maude E.	April 1896	515 South Main
Gee Caroline L.	September 1893	261 Kilburn
Remington Elizabeth	April 1897	537 Maple
Robertson Mabel A.	September 1894	153 Belmont ave.
Stevens Eliza S.	May 1895	159 Maple
Thackeray Sarah A.	May 1897	1331 Davol

## SUPERVISOR OF DRAWING.

Kimball Lucelia L.	February 1890	325 Pine
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## SUPERVISOR OF MUSIC.

Titcomb Walter J.	September 1889	250 Cherry
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## SUPERVISOR OF READING.

Hurley Margaret T.	November 1888	47 Prospect
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## TEACHERS OF SEWING.

Hoyt Annie L. (supervisor)	August 1896	540 Cherry
Russell Alice M. (assistant)	September 1896	252 Third
Clarkson Annie (assistant)	September 1897	539 Division

## MILITARY DRILL MASTER.

Munroe John D.	November 1887	297 Belmont ave.
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## TRUANT OFFICERS.

Dennis Alexander J.	491 Prospect
Palmer Albert S.	178 Elm
Gee Frederic A.	661 High
Lord Isaiah	104 Horton





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